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ABSTRACT

This guide provides analyses of curriculum materials that have been designed for teaching about the U.S. Constitution and law-related education. The guide begins with an editor's introduction and two essays, "Constitution Study and Civic Education" (James B. Giese) and "Thinking about Law-Related Education during the Bicentennial" (Barbara Miller). The resource reviews are presented in three sections. Forty-three reviews of print-based materials for elementary (K-6) Constitution and law-related education are provided in section 1. The second section contains 86 print-based materials for secondary (7-12) classrooms. Simulations, games, filmstrips, cassettes, videotapes, software, and audiocassettes are reviewed in the third section. Each review includes: (1) author, publisher, cost, subject area, and intended users; (2) content description; (3) primary teaching procedures; and (4) critical evaluation of the materials. Following the reviews are annotated lists of 64 additional materials; they include: (1) an annotated bibliography of children's literature that can be used to teach law; (2) a list of constitution-related literature; (3) a list of constitution-related bibliographies and catalogs; and (4) a list of films with constitutional content. Four indexes and a complete list of publishers' addresses is provided at the end of the book. (SM)

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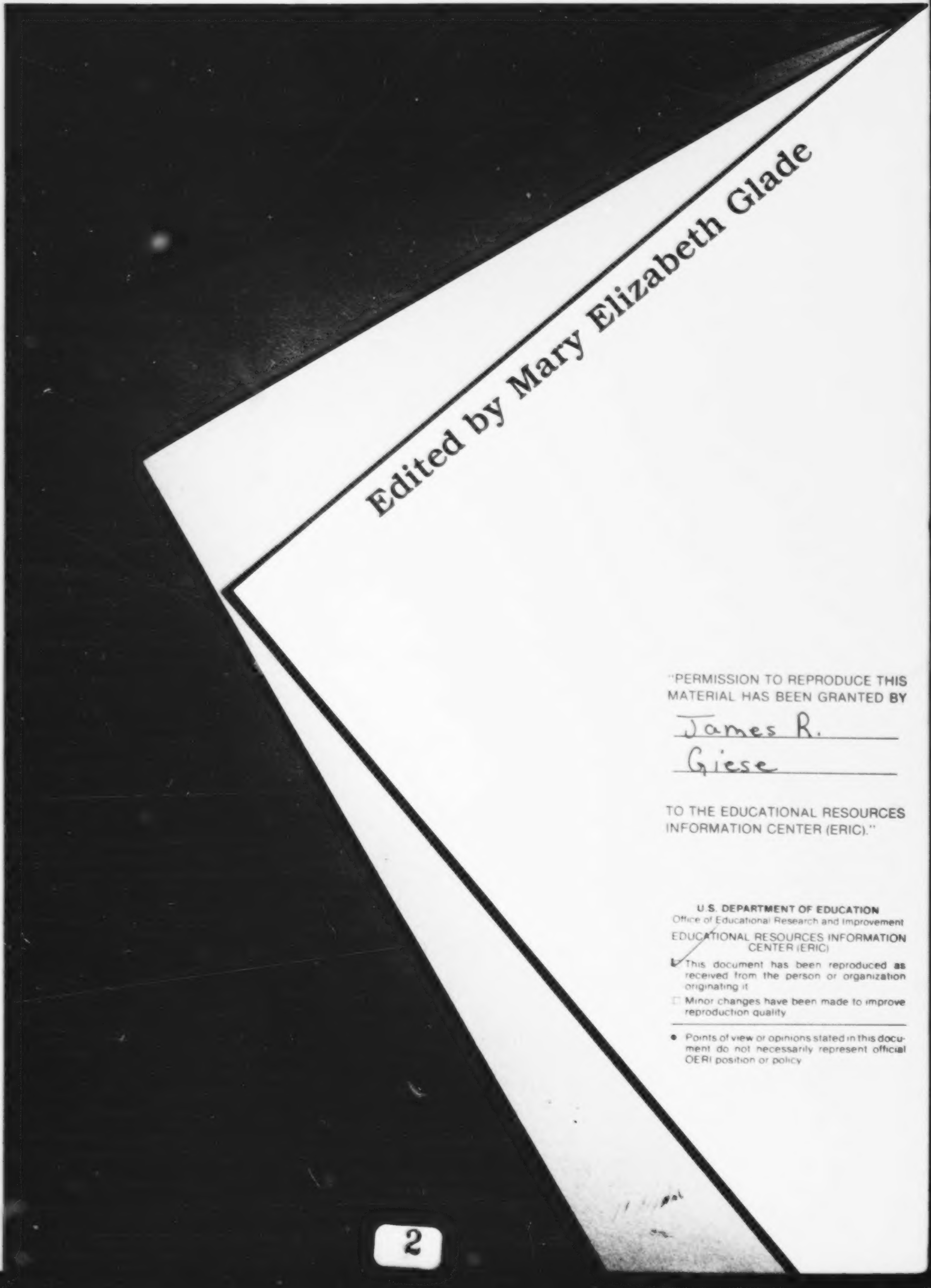
Review of Resources:

Teaching Law and the Constitution

Edited by Mary Elizabeth Glade

Social Science Education Consortium Boulder, Colorado



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Mary Elizabeth (Betsy) Glade

INTRODUCTION

by

Mary Elizabeth Glade

The bicentennial of the U.S. Constitution offers educators a chance to share with students our nation's legal heritage. We became a nation of laws when we wrote our Constitution, our system of laws, on paper for all the world to see. Law-related education is the logical extension of that national heritage.

The bicentennial has sparked the development of a tremendous amount of material on the Constitution for use in schools. An overwhelming number of books, curriculum materials, audiovisual programs, simulations, and computer programs are available to school teachers and administrators. What are these materials? What do they cost? For whom are they written? What is their content? What strategies and methods are used in their implementation? Are the materials effective? Sifting through the material is a task for which many school personnel simply do not have time.

Law-related education as well contributes a great deal to the materials available to schools. How does a school implement a law course or law program? What agencies produce material and for what level? How can law be integrated or infused into courses that are already established, such as U.S. history or government? Selection decisions are complex and questions facing selectors are numerous. These are questions that are answered – to the extent that reliable information is available – in *Review of Resources: Teaching Law and the Constitution*.

Our objective is to provide analyses of curriculum, classroom, and scholarly materials that will allow elementary and secondary teachers, administrators, curriculum coordinators, and college methods teachers to select materials that are appropriate to their students, school, and community on the basis of grade level, underlying philosophy, strategies, goals, structure, content, innovativeness, and merit.

Development of the Review of Resources

The Social Science Education Consortium has been involved in materials analysis and law-related education for a number of years. Since 1971, the SSEC has published the *Data Book of Social Studies Materials and Resources*, a collection of analyses of new curriculum and teacher resource materials in all areas of the social studies. In addition, SSEC staff have conducted dozens of materials selection workshops for school district committees. At the same time, the Consortium has had a healthy law-related education program, through which we have developed materials, conducted training programs, and – with the generous help of the Colorado Bar Association – developed a law-related education library that provides the teachers of Colorado with hundreds of resources on the law.

In May of 1987, Dr. James Giese, the Executive Director of the Consortium, recognized the need for analyses of the scores of new and classic materials on the Constitution. In addition, Dr. Giese suggested that analyses of some law-related materials would be a helpful adjunct to information on the constitutional materials. The result is this volume, *Review of Resources: Teaching Law and the Constitution*. The volume opens with two essays, one by Dr. Giese on the state of knowledge about the Constitution among young people and adults, the status of Constitution study, and the ramifications for civic education; the second, by Barbara Miller, poses questions for law-related educators to think about in the aftermath of the bicentennial.

Organization and Use of the Review of Resources

The *Review of Resources* is not intended to be used as a catalog from which materials are ordered. Rather than basing decisions solely on the *Review of Resources* analyses, we encourage users to screen materials of interest using the analyses and then write for review copies of materials that meet their preliminary criteria for selection. This *Review of Resources* in no way represents 100 percent of the material and scholarship on the Constitution or law-related education. Rather, its contents represent the generosity of publishers and the capability of SSEC staff to analyze materials in a limited period of time. Users should note that U.S. government, civics, and history textbooks are not included, since these texts generally only focus a limited amount of attention on the Constitution (see James Giese's essay "Constitution Studies and Civic Education" for more details); many such texts are, however, reviewed in the SSEC's *Data Book of Social Studies Materials and Resources*.

Analyses of curriculum and scholarly material in the *Review of Resources* are divided into three sections. The first section contains reviews of print-based material for elementary (K-6) Constitution and law-related education. The second section contains print-based materials for secondary (7-12) classrooms. Materials appropriate for both elementary and secondary students appear in the elementary section and are cross-referenced in the secondary section. The third section of reviews is made up of nonprint materials for all levels.

Each review includes the following:

1. A heading listing the authors or developers, the publisher, the publication date, a description of the materials and their cost (at the time of publication of the *Review of Resources*), the subject area, and intended users. A complete list of publishers' addresses is provided at the end of this book. If a set of materials is available from someone other than the publisher, that source is listed in the heading of the review.

2. A description of the content, including basic concepts, generalizations, trends, and themes presented in the materials.

3. An explanation of the primary teaching procedures.

4. A critical evaluation of the materials, along with any comments or suggestions by the reviewer. These evaluations reflect the personal perspectives of the reviewers, who vary in experience and orientation.

All of the entries are indexed by author/editor/developer, grade level, subject area, and publisher at the end of the volume.

A final section of this volume includes a bibliography of those resources we did not have time to review for a variety of reasons. It also includes an annotated bibliography of children's literature that teachers can use to teach law by Alita Letwin of the Center for Civic Education. Another bibliography on Literature and the Constitution appears through the generosity of Marilyn Cover, the director of the Oregon Law-Related Education Program. Constitution-related bibliographies and catalogs also appear in this fourth section. Finally, a list of films with constitutional content that first appeared in *Lessons on the Constitution* is included here with permission from the publisher.

CONSTITUTION STUDY AND CIVIC EDUCATION

by

James R. Giese

Introduction

In the recent past, in part because of the myriad education reform reports and in part because of preparations for the celebration of the bicentennial of the U.S. Constitution, citizenship/civic education has undergone rather close scrutiny by a variety of commentators. Such commentary has addressed at least two levels of concern. The first level has specifically examined the deficiencies of the study of the Constitution (and of government and politics) and the implications of these deficiencies for precollegiate social studies education. The second – and perhaps more profound – level of analysis evoked such broader questions with respect to educating the citizenry of a democratic society as to what the fundamental issues of citizenship in the modern United States are and how such issues as pluralism, distributive justice, and meaningful participation can be dealt with in the classroom. Both levels of analysis and commentary are important to the newly reinvigorated dialogue concerning civic education in the United States. The common starting point for all of us concerned with the state of civic/citizenship education seems to be the evidence of declining knowledge scores on standardized tests, the increase in anti-democratic attitudes among both adults and young adults, and the increase in citizen apathy with respect to the political process.

Voter Apathy

Critics of all political persuasions have bemoaned the apathy of the American citizenry. Historical data shows that the general trend in voter participation in presidential elections, for example, has been one of decline. Since 1876 when participation by the eligible electorate reached its zenith (in that year 81.8 percent of eligible voters cast ballots for the presidency), participation rates have risen and fallen, with turnouts in elections in the 1920s and the late 1940s being particularly low. Since 1960, when 64 percent of eligible voters went to the polls, the trend has been steadily downward. In 1980, only 53 percent of eligible voters cast ballots for any presidential candidate; slightly fewer participated in 1984.

One might reasonably argue that local elections are a better indicator of citizen participation in the political process than presidential elections. Often, however, fewer than 20 percent of the eligible electorate participate in many local elections, including electing officials of local government and voting on school and other local bond issues.

What is more, these figures take into account only those persons who have registered and are eligible to vote, leaving aside millions of other citizens who do not even bother to register to vote, much less actively participate in the political process. What is one to make of a government of, by, and for the people when the people seem not to care?

Knowledge of Adult Citizens About the Constitution

In addition to citizen apathy with respect to active participation, one can also adduce evidence of the relative knowledge of American citizens. In 1986, for example, the Hearst Corporation sponsored a national survey to determine how much the American public knew and understood about the U.S. Constitution. The study, titled *The American Public's Knowledge of the U.S. Constitution*, revealed that American citizens are woefully uninformed about the Constitution. While the results varied considerably from item to item, the study found, for example, that Americans did not understand the principle of separation of powers. Specifically, 41 percent of those surveyed believed that the president can adjourn Congress, 49 percent thought that the president can suspend the Constitution during a war or other national emergency, and a whopping 60 percent believed that the president, acting alone, could appoint a Supreme Court justice.

Americans' knowledge of the Supreme Court and its workings was little better. While 59 percent knew that the Supreme Court is the final authority on the Constitution, only 50 percent knew that a Supreme Court decision may be overruled by subsequent decisions or constitutional amendment. Knowledge of specific court cases varied: 55 percent recognized the *Brown* decision and 45 percent the *Miranda* decision, but only 30 percent knew *Roe v. Wade*. Furthermore, 85 percent incorrectly said that any important court case can be appealed from state courts to the Supreme Court.

With respect to individual rights and the Constitution, 75 percent of Americans incorrectly believed that the Constitution guarantees every citizen the right to free public education, 42 percent incorrectly believed that the document guarantees every citizen's right to adequate health care, and only 44 percent of Americans knew that the Constitution permits Americans to preach revolution. On the other hand, the results are much better with respect to issues of search and seizure and the criminal justice system.

One might argue that if the citizens are as ill-informed about the Constitution and the political life of the nation as the Hearst report suggests, perhaps it is good that so few citizens actually take part in electoral politics. But to make this case is to miss the point – namely, that both election apathy and the woeful condition of citizen knowledge about our constitutional democracy may stem from the inadequacy of civic education in this country – that many citizens are apathetic because they don't believe they can make a difference; that if they can't make a difference, why be bothered learning about the system, candidates, and issues.

What Young Adults Know About the Constitution

What do students know about the structure and function of government? According to the 1976 National Assessment of Educational Progress (NAEP) survey, student knowledge of various governmental institutions and their functions was spotty at best. For example, only 65 percent of 13-year-olds could name the Senate as one of two parts of the national legislature. Even fewer students knew of that body's functions; only 20 percent knew that the Senate approves treaties, and 24 per cent knew that the Senate must approve some executive appointments. While 88 percent of 17-year-olds could name the Senate as the second body of the national legislature, only 48 percent knew that the Senate approves some executive appointments and only 36 percent knew that the Senate approves treaties.

According to the 1976 NAEP survey, only 40 percent of 13-year-olds (an improvement over 1972) and 62 percent of 17-year-olds (a substantial decline) knew the Supreme Court can declare laws unconstitutional. What was more, only 6 percent of 17-year-olds knew that a Supreme Court decision requires the consent of a majority of justices. Similarly, 59 percent of 13-year-olds and 75 percent of 17-year-olds knew something of the limitations on the power of the president. Finally, only 42 percent of 13-year-olds (a substantial decline from 1972) and 73 percent of 17-year-olds (also a substantial decline)could provide even a rudimentary definition of the concept *democracy*.

To be sure, one may wonder whether these standardized tests actually measure student achievement with respect to the curricula to which students are exposed and whether the tests move beyond the rote recall of specific factual information. Yet given the emphasis that most American government and civics courses place, for example, on the separation of powers (as seen in both curriculum guides and in civics and government textbooks), these scores must be disturbing.

In terms of recognizing and valuing constitutional rights, the NAEP samples showed a mixed outcome. On the one hand, both 13- and 17-year-old students did rather well at identifying rights guaranteed by the Constitution. In general, over 70 percent of 13-year olds knew the purpose of such rights specified in the Constitution as freedom of religion, freedom of speech, and freedom of the accused in a criminal case while evidence is being collected. Among 17-year-olds, over 80 percent knew the purpose of rights in the Constitution. Finally, 81 percent of 13-year-olds and 83 percent of 17-year-olds understood the need for laws, the former score showing a large improvement, the latter showing a significant decline when compared to earlier assessments.

While students scored relatively well with respect to recognizing rights and freedoms guaranteed by the Constitution, their valuing of those rights and protections showed a somewhat different picture. Among 13-year-olds, 54 percent valued the right to publish criticism of elected officials (71 percent valued the right to criticize government in general), 76 percent valued their right to express their views, 49 percent valued the right of a person to hold public office even if they expressed disbelief in God, and 54 and 58 percent understood when and for whom assembly could sometimes be prohibited. Perhaps more disturbing than these percentage figures is the fact that several questions showed significant decline from prior assessment periods.

Among 17-year-olds, 87 percent valued the right to petition, 84 percent valued the idea of teens' having rights similar to those of adults, 76 percent valued the right of libraries to contain books against democracy, 78 percent valued the right (in general) to criticize government (while 66 percent valued this right with respect to public officials), and 60 percent valued the right to freedom of the press. There were significant declines in scores on particular questions, although they were not as steep among 17-year-olds as 13-year-olds.

These findings seem to be consistent with those of Stanley M. Elam in "Anti-Democratic Attitudes of High School Seniors in the Orwell Year," published in *Phi Delta Kappan* in January 1984. In 1983, Elam sought to replicate a 1951 poll of the Purdue Opinion Panel conducted by H. H. Remmers, whose work on assessing the opinions of American youth in the 1950s and 1960s was widely read and highly regarded. Elam found that while more American youths in 1983 believed in such basic civil liberties as freedom of public speech and assembly as compared to those in 1951, a larger percentage were "willing to allow a police search without a warrant, to deny legal counsel to criminals, and to accept restrictions on religious freedoms" (p. 329). Elam found these results to be disconcerting. Equally troubling was the fact that more responses fell in the uncertain category today than in 1951. There may be a link between what American youth value and their apparent lack of participation in the political process.

NAEP supplies information concerning student knowledge of the electoral process and attitudes toward participation that is worth noting. Nearly all 13- and 17-year-olds could name the U.S. president, but only 17 and 36 percent of 13- and 17-year-olds knew how the president is nominated, a process surely more important than simple name recognition. At the same time, only 21 percent of 13-year-olds and 48 percent of 17-year-olds could name at least one of their senators or representatives. Of far greater significance, while students could identify the types of information necessary to obtain before voting (72 percent for 13-year-olds and 81 percent for 17-year-olds), only 35 percent of the younger students and 59 percent of the older group knew how to gather such information. Certainly these findings are disconcerting if we take seriously the claim that one of the goals of social education is the production of lifelong learners.

With respect to their willingness to participate in the electoral process, only 26 percent of 13-year-olds and 47 percent of 17-year-olds believed they could influence local government decisions and only 44 percent of the latter group thought they could influence national government decisions (13-year-olds were not asked this question). Furthermore, when 17-year-olds were asked questions about their active participation in the political process, 57 percent said they had signed a petition, 15 percent had written a government official, and 9 percent had helped in an actual election campaign.

The State of Constitutional Study

As I suggested in the introduction, those concerned with voter apathy and lack of student and adult knowledge of the Constitution and political process have responded at at least two levels.

With respect to the first level of analysis, the consensus view is probably close to that of Michael Kammen who, in his 1986 book *A Machine That Would Go of Itself*, argues that "teaching the U.S. Constitution in public schools has not been one of the great success stories in the history of American education" (p. 373). "The Constitution," he adds, "is too often neglected or poorly taught in American schools" (p. 24). Richard C. Remy, a political scientist and noted social studies educator, agrees with Kammen; in an article in the September 1987 *Social Education*, Remy argues that although the Constitution has held a firm place in elementary and secondary school curricula, "constitutional education has often suffered from routine treatment and neglect." The result "has been massive public ignorance and misunderstanding of the Constitution." "Most Americans today," he notes, "are insufficiently educated about their government."

Perusing the past 100 years of American educational history, Remy argues that current problems with respect to precollegiate study of the Constitution have been enduring, rather than simply recent, phenomena. Remy persuasively argues that the deficiencies of Constitution study have resulted primarily from (1) the pattern of textbook treatment of the Constitution and constitutional issues, (2) the separation of Constitution studies from citizenship education, a process begun during the Progressive era, and (3) state curriculum mandates, begun in the wake of World War I, which produced a very narrow view of Constitution studies as Americanism and patriotism. The latter tended to reinforce "the disconnection of constitutional studies from contemporary issues and political events already prevalent in textbooks and classroom instruction." On the other hand, as Remy reminds us, this legacy has had a dual effect, since state mandates are still in effect and may serve as a solid legal foundation for improved instruction about the Constitution.

In October 1980, Indiana University hosted a conference on Teaching the Constitution in American Schools, sponsored by Project '87, with funding provided by the Hewlett Foundation. The primary goals of the conference were to assess the status of teaching about the Constitution in secondary schools in the United States and to offer recommendations for needed programs and activities based on those findings. Of the seven papers prepared for that conference, two are of particular interest with respect to this volume of reviews on materials and books dealing with the Constitution. John J. Patrick analyzed the "Treatment of the Constitution in American History Textbooks," and Richard C. Remy undertook a similar analysis, "Treatment of the Constitution in Civics and Government Textbooks."

Collectively, Patrick and Remy looked at four of the courses most frequently offered in American secondary schools. U.S. history is most often taught at both grades 8 and 11. Students usually take civics in grade 9 and U.S. government in grade 12. For Patrick and Remy, these courses and their typical content were important sources for ascertaining the condition of Constitution studies in the United States.

One other assumption informed their approach. Patrick argued that "basal textbooks used in secondary school American history courses are significant indicators of instruction about the Constitution. According to several nation-wide surveys, textbooks are primary tools in curriculum planning and day-to-day teaching." Remy concurred, arguing even more strongly that "the textbooks for the government and civics courses are the main indicators of what and how students are taught about the Constitution in such courses. This is because the hardbound textbook is the dominant instructional tool in teaching social studies." Therefore, if the primary instruments of instruction (textbooks) of the predominant social studies courses in which Constitution study appears (U.S. history, civics, and government) are analyzed, one may be well on the way to ascertaining the relative condition of Constitution studies in the United States.

The methods used by Patrick and Remy were virtually identical. Each author chose five junior high school and five senior high school textbooks. No attempt was made to discern the most widely-sold books (since publishers rarely make such information public), but both authors were satisfied that the texts they chose were widely enough used to be representative of their genres. Each author undertook a quantitative assessment of the contents of the textbooks by counting the number of pages devoted to Constitution study (defined as the document itself, the constitutional period, and subsequent events, interpretations, and actions that have shaped the contours of the Constitution over time).

With respect to Constitution study in the U.S. history texts, Patrick found that from 7 to 11 percent of the 8th-grade books and from 9 to 11 percent of the 11th-grade books were devoted to Constitution study. Using similar criteria, Remy discovered that from 12 to 21 percent of civics and from 12 to 23 percent of U.S. government books were devoted to constitutional topics. To a certain extent, judging these results may be a case of whether the partially-filled glass of water is half-empty or half-full. On their face, these findings indicate that no excessive amount of narrative space is devoted to such study in these textbooks. On the other hand, these figures do not necessarily lead to the conclusion that insufficient space is given to Constitution study, particularly when one considers the array of topics, themes, and concepts that compete for textbook space and the real constraints confronting textbook authors. Of far greater significance is the quality of treatment of constitutional issues and themes; these both Patrick and Remy found wanting.

Patrick's study revealed several general weaknesses with respect to textbook treatments of the constitution. His primary conclusions were:

1. Textbook authors give insufficient attention to the positive aspects of government under the Articles of Confederation.

2. The authors do not discuss the ambiguous division of powers between the national and state governments an an outcome of the constitutional convention and ratification struggle.

3. They fail to connect this vagueness about the locus of sovereignty to further constitutional problems of the 19th century.

4. Textbook treatments of the ratification contest are brief, shallow, and bland. Little of the drama of this momentous struggle is provided.

5. The concept of judicial review is treated superficially.

6. There is scanty coverage of the amendments in textbook narrative.

7. Supreme Court decisions tend to be treated superficially, and the constitutional bases and outcomes of major decisions are often glossed over.

8. Some landmark decisions of the Supreme Court are omitted.

9. Notable dissenting opinions are rarely, if ever, discussed.

10. Few connections are made between certain political events and constitutional changes.

11. There is little discussion of how the Constitution is modified informally through custom and usage.

12. The authors do not make connections between ideas and events of different eras.

All of this was not to say that all the textbooks were all bad, or even partly so. Despite the fact that textbooks were and apparently still are the main drivers of curriculum decisions in most American classrooms, textbooks perforce have to be "all things to all people." Given the encyclopedic nature of textbooks, space for any particular topic or set of topics is short.

Even a short perusal of current textbooks indicates that this may be the major problem. In several U.S. history textbooks consulted by this author, for example, *The Federalist* may be found, but no more than one sentence is devoted to that political classic. John Marshall and several of his major decisions are found in a single paragraph. What possible significant learning can students bring away from reading that sentence or that paragraph in the textbook if that is their only exposure to the ideas and controversies surrounding these topics?

Remy concluded his report on civics and governments texts with a similar litany of weaknesses:

1. The Constitution's significance is overlooked.

2. Constitutional content is boring.

3. Supreme Court cases and decisions are treated superficially.

4. Connections are not made between related topics that appear in different sections of the textbooks.

5. Comparisons are not made; the Constitution is described in isolation, with little or no reference to other political systems.

6. Useful opportunities are missed.

What these results cry for are materials that teachers may use to supplement the textbooks. The materials included in this volume of analyses, in part, may meet that need.

A Broader Look at Civic Education

Finally, although the materials analyzed in this volume may fill some of the gaps in current curricula, one other set of issues is important to consider--those concerned with civic education in the broader sense. In a background paper prepared for the November 1987 National Conference on Civic Renewal, Fred Newmann has argued persuasively that "citizenship education in schools has failed to empower most of us to participate productively in civic life and that reforms such as newly required civics courses or standardized exams on the *Constitution* [sic] offer no solution." "Instead," Newmann continues, "substantial rethinking of the enterprise is needed, beginning with the identification of fundamental issues of citizenship in the modern United States but neglected in educational programs." Newmann suggests that changing the content of the curriculum will not do the trick; rather, "we must concentrate on the central issues of pluralism, distributive justice, individual interests and collective responsibility, and meaningful participation." In addition, "the study of citizenship must rely significantly upon laboratory experience and direct practice."

To be sure, Newmann's agenda is no small undertaking. On the other hand, the stakes are extremely high. As Newmann reminds us, "democracy assumes a citizenry committed to liberty, equality and the common good, with an understanding that the state exists to secure individual rights and collective well-being, that governments must be run through consent and participation, and that the advancement of these purposes requires broad access to information relevant to public affairs." Do Americans generally possess the knowledge, skills, and value commitments to fulfill these ends? How can we, as social educators, promote these things among those we touch? Definitive answers may never be adduced, but a strong case can be made for asking the questions.

THINKING ABOUT LAW-RELATED EDUCATION DURING THE BICENTENNIAL OF THE U.S. CONSTITUTION

by

Barbara Miller

TO WHOM IT MAY CONCERN:

I have been put in charge of organizing an open house program in our school to celebrate the Bicentennial of our Constitution and would greatly appreciate any complimentary material that you could share with us.

As time is drawing near, I hope that you can send it immediately. Thank you for your help.

A thick file of such letters has accumulated on my desk and probably on the desks of LRE project directors throughout the country. I have some free materials to send, and I can tell the teacher where to go for more. In my letter I will describe training opportunities and put the teacher in touch with resource people who can assist with program planning. I will not inquire as to why the open house is not designed to feature exemplary programs the school is currently doing.

But this is not how I wanted to spend the bicentennial! I hoped that the commemoration would result in significant reform. I anticipated inquiries from teachers who are revising and expanding their law studies course to place stronger emphasis on constitutional issues, from social studies chairs whose departments are discussing how to improve the presentation of the Constitution throughout their courses, and from school district superintendents who are providing leadership and resources to develop and implement a K-12 citizenship program.

Like other law-related education leaders and teachers, I welcomed a highly publicized bicentennial initiative because I hoped that the occasion would further our efforts to improve citizenship education in the elementary and secondary schools. Throughout the country, law-related educators have responded to Warren Burger's call for the celebration of the 200th anniversary of the U.S. Constitution to become a civics lesson for the nation. Our ability to develop a civics lesson that will make a difference in the lives of students is being tested.

A look back at 1987 allows some analysis of what has been accomplished in the short term. Undoubtedly, LRE programs have enjoyed a great deal of visibility during the past year. Teachers, adminstrators, and policy makers previously unfamiliar with law-related education have been brought into the fold. Materials have been ordered, workshops attended, and celebrations planned. Yet, in most communities, the most obvious result of the bicentennial to date has been the many celebratory observances that occurred during the week of September 16.

The history of constitutional observances suggests that we should not be surprised by a special event approach to education about the Constitution. Thoughtful citizenship programs have not traditionally been an outcome of constitutional observances. According to historian Michael Kammen, previous anniversaries of the U.S. Constitution have been primarily self-congratulatory celebrations rather that opportunities for reflection. In his book, *A Machine That Would Go of Itself,* he states: "Getting Americans interested in their Constitution has never been easy, and Constitution education has not been notably successful." Among the many examples of weak constitutional studies, he quotes a 1920s high school principal who describes a problem that many recognize as a problem of the 1980s: "A knowledge of how old a man or woman must be for eligibility to election as a member of Congress is of little significance when compared with a grasp by the student of the rights he derives directly or indirectly from that document and the obligations that follow closely upon the enjoyment of these rights."

Fortunately, students in the 1980s do have alternatives to the "how a bill becomes a law" curriculum. While constitutional study still suffers from some of the same problems that it did 50 years ago, students throughout the country have more opportunities to explore their rights and responsibilities as citizens. During the past two decades, law-related education has provided a renaissance for those educators who want to help students understand the substance of our system and build the capacity for participation and commitment.

Because LRE has had success in bringing innovation to the classroom, perhaps it can serve as a catalyst for improving constitutional studies as well. Perhaps a focus on the Constitution will lead to a new synthesis of thinking about citizenship education.

One measure of law-related education's potential for providing constitutional studies is through the materials that have been produced. As is evidenced by this volume, the bicentennial has spawned a great number of new LRE materials--most of them related to the Constitution. While the new resources add important new content and ideas to the field, they do require thoughtful decision-making by the practitioner. The materials in this volume are not of equal quality. They reflect a range of rationales and social and political concerns. While some classic exercises and basic content are common to many materials, the practitioner can chose from materials that vary in content, curricular design, and methodology. Some materials with recent copyrights are little more than a reworking of activities that can be found elsewhere. Other programs have been produced for special events and are not suitable for integration into the K-12 curriculum. Careful examination of the materials can provide direction for the work that needs to be done, as well as for those seeking to update current offerings.

The problems that Kammen finds in materials used to teach the Constitution at other points in our history are still with us. Inaccuracies, lack of scholarship,veneration of the Constitution without concern for understanding, and partisan approaches can be found in some of the materials. His observations about the presentation of the Constitution in the past provide an interesting perspective to those who use this book in the 1980s.

Part of the analysis process is to look at materials in the context in which they were written. The development of law-related education materials spans a period of 25 or more years and reflects a wide range of initiatives during LRE's short history. Throughout this period, materials development has been strongly influenced by societal concerns about the lack of public understanding of the role of law in our society. Each of the movements described below has its own history and has resulted in some positive innovations. In the 1950s and 1960s, LRE was a reflection of societal concerns and conflicts over civil liberties. The focus of the early materials was the case study method and the Bill of Rights. During the 1970s, the war on crime reached the classroom. LEAA funding resulted in a focus on delinquency prevention in the schools. Separate courses in law became standard in many high schools, and elementary materials began to appear.

During the 1980s, focus shifted with the recommendations of national commissions calling for educational reform and the educational initiatives of the Reagan administration. The trend has been toward teaching law within required courses in civics, U.S. history, and American government. Increased emphasis has been placed on the presentation of content about our national heritage, particularly the U.S. Constitution. At the same time, the delinquency prevention theme remains strong, with an emphasis on programs for "at risk" youth. The emerging products of the 1980s may be supplementary material that can be infused in yearlong courses; all of the decades and rationales mentioned above are represented in these materials.

Another part of analyzing the materials in this volume is considering new directions. The trend toward constitutional studies emphasizes the need for law-related educators to ask and answer several critical questions:

- **What is LRE and how is the Constitution embodied in that definition?** What do we mean by civic education anyway? In what way is the Constitution the core of LRE? Do some parts of the Constitution deserve more attention than others? What have we developed over the past 25 years that we want to savor and keep? Which citizenship issues are neglected? What work is left to be done?
- **What LRE methodologies are best suited to Constitution study?** Are students developing a capacity for constitutional reasoning? Which approaches will prepare young people to sustain our republic in the 21st century? Are we effectively using new technologies? Are students learning to make ethical decisions? to participate? to make informed choices?

- **How effectively do LRE materials present the Constitution?** Do our materials reflect scholarly thought? Do they present a balanced view? What guidelines and criteria should be used for selecting materials? How should materials be evaluated?
- **What is the scope and sequence of constitutional studies?** Can the Constitution or broader concepts of law be presented in one course? Should there be a scope and sequence for constitutional studies? Is infusion working? Have school districts mapped the presentation of the Constitution? the presentation of citizenship education?

If this anniversary of the Constitution is to be more than a special celebratory event, thoughtful answers to the questions outlined above are needed. Perhaps what is most needed is time for reflection. Unless we take time to think about where we are going, the outcomes of the bicentennial will fall short of our expectations. The materials in this volume are the background for developing a new generation of citizens. Hopefully, the civics lessons that we develop will be responsive to the needs of young people who will carry the republic into the 21st century.

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1. AUTHORITY

Project Director:	Charles N. Quigley
Publisher:	Center for Civic Education
Publication Date:	1977
Materials and Cost:	6 multimedia kits, each containing four filmstrip/cassettes, 30 student books, and 1 teacher's edition, $110.00 each for Levels I and II, and $125.00 each for Levels III and IV, and $155.00 each for Levels V and VI
Subject Area:	Jurisprudential concepts
Intended Users:	Grades K-12

The developers of these materials believe that constitutional democracy is dependent upon an enlightened and responsible body of citizens. They further believe that these attributes can best be attained in educational institutions through the study of concepts basic to an understanding of social and political life. Authority is one of those concepts. The organizing questions of the *Authority* materials are: What is authority? How can we use authority? What are some considerations useful in selecting people to fill positions of authority? What are some considerations useful in evaluating rules? What might be some common benefits and costs of authority? and What should be the scope and limits of authority?

Individual *Authority* units are designed for grades K-1, 2-3, 4-5, 5-6, 7-9, and 10-12. The materials incorporate a variety of teaching activities, including directed discussion, role play, debate, skill-building exercises, and audiovisual presentations. The use of *Antigone* as a study of authority in Level VI illustrates the interdisciplinary nature of the materials.

The conceptual nature of these materials makes them unique in helping students understand what lies behind laws and customs in our society. Because of the six different levels of the program available, teachers have options in matching the abilities of their students with the difficulty of the materials. The student books are less completely developed in this set of materials than in other CCE programs, indicating that authority was one of the first concepts for which the project developed instructional units. (Adapted from a data sheet by Mary Jane Turner/LS)

2. BILL OF RIGHTS POSTERS

Publisher:	Perfection Form
Publication Date:	1986
Materials and Cost:	10 posters, 11" x 16-3/4", $4.95 for set
Subject Area:	Bill of Rights
Intended Users:	Grades 5-8

Each of these full-color posters paraphrases and illustrates one of the ten amendments of the Bill of Rights. For example, the First Amendment is simplified as follows: "Freedom of religion, of speech, and of the press must be upheld. Citizens have the right to meet peacefully. The people have the right to ask the government to change laws." The illustration on the poster shows a newspaper, a church, and a person addressing a group.

These posters are one of the few sets of visual materials related to the Constitution or Bill of Rights and might well stimulate student interest. However, some of the illustrations do not clearly convey the intended idea. For example, the drawing related to the Seventh Amendment (trial by jury in civil cases involving a claim of more than $20.00) shows a hand holding a $20.00 bill over a gavel resting on a book. One might think that this connotes "buying" justice. Consequently, teachers might use the posters selectively or use the illustrations to spark students to create drawings they believe better represent the amendments. (LS)

3. CELEBRATING THE CONSTITUTION

Authors:	R. Beery and Mark C. Schug
Publisher:	Scott, Foresman
Publication Date:	1987
Materials and Cost:	Book, softbound, 80 pp, $8.95
Subject Area:	Concepts of government, constitutionalism, origins/foundations
Intended Users:	Grades 5-8

This resource presents 25 activities based on the notion that the U.S. Constitution is successful "because Americans have a value structure that supports the essential liberties it expresses." The content of the activities moves from some of these values – belief in the rule of law, liberty, justice, etc. – to specifics of the Constitution and issues related to it – checks and balances, individual rights, different levels of government. Example activity titles include "Reasons for Laws," "Government: Yes? No? Maybe?" "Democracy – Majority Rule," and "Commitment to Constitutionalism."

The activities can be used together as a unit on the Constitution or selectively to supplement other units. For each activity, the authors list the concept covered, the process skill developed, and the materials needed to complete the activity. Step-by-step procedures are then provided, as are masters for student handouts. Although the predominant modes of instruction are reading and discussion, students are also involved in a range of other activities, including small-group work, interviewing, making bulletin boards, simulating the start-up of a new government, creating a timeline, and doing research.

The authors of this book have taken a thoughtful and unusual approach to presenting the Constitution to middle-level learners. Although students may not gain as many details about the Constitution as they would from some other materials, they will likely have a deeper understanding of the Constitution's importance, as well as the centrality of values to the American system. The book can be highly recommended to teachers in grades 5-8. (LS)

4. CITIZENSHIP EDUCATION FOR ELEMENTARY GRADES: LESSONS FOR K-6

Authors:	Mary A. Hepburn and Edwin L. Jackson
Publisher:	Carl Vinson Institute of Government, University of Georgia
Publication Date:	1985
Materials and Cost:	Book, looseleaf, 230 pp, $24.50 ($19.50 for ten or more copies)
Subject Area:	Concepts of government, role of law in society
Intended Users:	Grades K-6

This collection of lesson plans includes an introduction to basic concepts of citizenship that can be taught to elementary students. The seven sections of the book are "Introduction to Citizenship," "Citizen Responsibility," "Gaining a Sense of Community," "Government in Our Lives," "Political Symbols," "Voting, Polling, Elections," and "International Understanding." Detailed lesson plans are included in each section.

The materials clearly state objectives and teaching methods. The black-line masters cover a wide range of teaching/learning styles. Activities are useful for multiple grade levels, with specific lessons designed for either end of the age spectrum.

This package of materials is an excellent example of the high-quality materials that are possible when teachers are offered the opportunity to work with their state departments of education. The material is especially strong in demonstrating the international connections all Americans experience. Many of the activities have a local (Georgia) component that may have to be rewritten to work in other states, but the materials provided are excellent models for adaptation. (MG)

5. CIVIC WRITING IN THE CLASSROOM

Author: Sandra Stotsky

Publisher: Social Studies Development Center, ERIC Clearinghouse for Social Studies/Social Science Education, and ERIC Clearinghouse on Reading and Communication Skills

Publication Date: 1987

Materials and Cost: Book, softbound, 55 pp, $8.00 plus $1.50 for postage and handling

Subject Area: Concepts of government, current issues

Intended Users: Grades K-12

This volume, amply illustrated with letters to and from elected government officials and other civic groups and individuals, includes a well-argued case for teaching civic writing skills in the social studies, language arts, and reading curricula. It discusses exemplary lessons and learning activities that have been used successfully in elementary and secondary school classrooms. The book's six chapters include a rationale and guidelines for teaching advocacy and other kinds of civic writing.

Chapters on creating contexts and purposes for civic writing discuss the type of civic writing teachers might prompt. These types include letter-writing that proposes legislative action; supports or opposes proposed laws or policy-decisions; provides information to local officials or citizens; evaluates a public program or activity; and expresses gratitude, support, or concern. A useful appendix explains "How to Write a Letter to a Public Official." Students must thoroughly understand the issues about which they plan to write public officials and others, and meeting this concern will occupy varying amounts of instructional time. Teachers will need to spend at least as much time introducing an issue, discussing all sides of that issue, and providing opportunities for students to supplement their information as they will spend teaching the actual writing process. For this reason, civic writing lessons might best be planned jointly between a social studies teacher and a language arts teacher.

One of the most interesting chapters concerns the development of simulated and real civic communities in the school. The author describes a unit in which elementary students planned and maintained a school-based model community and engaged in a great deal of civic writing connected with this experience, and one in a junior high classroom involving development of a political platform. In a discussion of opportunities for students to participate in real civic communities in the school, the author describes student participation in student council activities, including the writing of a constitution and bill of rights for the student body. Since the book attempts to cover all educational levels from K-12, teachers at each level will need to develop activities beyond those the author was able to suggest in this brief volume. Junior high and high school teachers who teach social studies and language arts together, or in any sort of block format, will find the activities in this book tailor-made for that approach. (PB)

6. CONSTITUTION AND THE EARLY REPUBLIC, THE

Publisher: Department of Instructional Services, Fairfax County Public Schools

Publication Date: 1985

Materials and Cost: 2 3-ring binders, 86 and 92 pp, $15.00

Subject Area: Concepts of government, confederation period, early national period

Intended Users: Grade 5

This unit, a revision of the 1982 Fairfax County fifth-grade social studies unit entitled "The United States Constitution," incorporates teacher-recommended revisions and a new humanities focus. Thirteen lessons, presenting a broad view of American history between 1783-1815, integrate literature, music, architecture, art, and period personalities with information on political development. One section focuses on the Constitution, looking at foundations, the convention, and the document itself.

Although the unit is primarily designed to teach social studies objectives, it employs an interdisciplinary approach. Used as such, it should cover a teaching span of approximately nine weeks. The activities are varied, with complete teacher directions and masters for student handouts provided.

The Constitution and the Early Republic is a well-written, thoughtfully planned teaching unit. The teacher's guide provides clear-cut concepts and objectives with precise guidelines for using the accompanying resource handbook. The unit offers a wide range of activities that could be extended by the teacher in an infinite number of subject areas. (MC)

7. CONSTITUTION, THE: EXPERIENCING DEMOCRACY

Editors:	Pam Soloman and Virginia Jones
Publisher:	Colorado Department of Education
Publication Date:	1987
Materials and Cost:	3-ring binder, 510 pp, $20.00
Subject Area:	Colonial history, convention, origins/foundations
Intended Users:	Grades K-6

This collection of materials on the Constitution presents a wide range of activities and strategies for teaching citizenship. The 17 sections offer multidisciplinary approaches to the era of the early American republic. These sections include "American History," "Humanities," "American Government," "Geography," "Economics," "Fairy Tales on Trial," "Language Arts," "Literature," "Foreign Language," "Math," "Science," "Art/Colonial Crafts," "Physical Education," and "Music."

Each section of the collection includes specific lesson plans, as well as some overview information for teacher background. The lessons are structured in a uniform format, with grade level, Bloom's taxonometric level, materials needed, and teacher directions. Many black-line masters are also provided.

The interdisciplinary approach to early American history is the most valuable aspect of this collection. Lessons cover topics and learning styles too often overlooked in history classes. Since so many original authors were involved, the lessons naturally vary in quality, but the activities are unsurpassed for diversity and student interest. (MG)

8. CONSTITUTION, THE, and THE FOUNDING OF THE REPUBLIC (American History Topic Books)

Author:	Richard B. Morris
Publisher:	Lerner Publications
Publication Date:	1985 (rev. ed.)
Materials and Cost:	2 books, hardbound, 66-72 pp, $8.95 each
Subject Area:	Convention, early national period, ratification, origins/foundations
Intended Users:	Grades 4-6, school libraries

Along with books on *The American Revolution*, *The Indian Wars*, and *The War of 1812*, these titles comprise Lerner's series of American History Topic Books. Intended primarily as library resources, each book focuses on a series of events important in transforming "13 disjointed colonies into a unified nation." *The Constitution* looks at early state constitutions, problems under the Articles of Confederation, the convention, the fight for ratification, the Bill of Rights, and first steps in implementing the new Constitution; an outline of the Constitution is appended. *The Founding of the Republic* provides greater detail on the early years of the nation under the Constitution.

No teaching suggestions or discussion questions are provided with the books, which are intended primarily for outside reading. The unusual black-and-white illustrations, which simulate wood cuts, could serve as stimulants for student discussion or writing.

These books, which have been favorably reviewed in such journals as *Booklist* and *The New York Times Books Review*, are well written and illustrated. Although the books could be used instructionally, their price will likely prevent purchase of more than library copies. (LS)

9. CONSTITUTION OF THE UNITED STATES OF AMERICA, THE

Illustrator:	Sam Fink
Publisher:	Random House
Publication Date:	1985
Materials and Cost:	Book, hardbound, 63 pp, $25.00
Subject Area:	Amendments, Constitution
Intended Users:	Grades K-12

In this large, artistic, and hand-lettered volume, the complete text of the Constitution of the United States, including every article and section, the Bill of Rights, and all of the amendments, is presented on thick 10 1/2" x 15" black-and-white inscribed pages. Almost every section is highlighted on its own page, with its significance enhanced by imaginative drawings and sketches appropriate to the words they complement.

Although there is a brief foreword by James Michener, the book provides no editorial or teaching guidelines and was produced solely as an art form for the enjoyment of readers of all ages.

The book is worth reviewing because its artistic and graphic appeal lures even the most reluctant reader into an inquisitive look at the U.S. Constitution, the Bill of Rights, and the amendments. This visual appeal creates an aura of grandeur; to put it simply, this is the sort of book one cannot stop looking at. For reluctant or apathetic students and/or adults desiring a "fresh" look at the Constitution, this book provides a wonderfully readable version of our nation's major governing document. (LH)

10. CONSTITUTION, THE: YESTERDAY, TODAY AND TOMORROW

Author:	Barbara Silderdick Feinberg
Publisher:	Scholastic
Publication Date:	1987
Materials and Cost:	Books, softbound, 128 pp, $4.95; teacher's guide, softbound, 15 pp, $2.00
Subject Area:	Amendments, Constitutional change, origins/foundations
Intended Users:	Grades 6-9

Combining historical anecdotes with contemporary situations concerning a young person's rights, this book explains why and how the Constitution came to be written, how the Constitution works for us today through interpretation and amendments, and what might happen in the future. Each of the eight chapters concludes with 3-6 questions, a handful of discussion questions, suggested research activities, and a role-play situation.

The materials, which are intended for students in grades 6-9, are accompanied by a brief 16-page teacher's guide listing objectives, answers to end-of-chapter questions, and suggested vocabulary words for 14 one-day lessons. The Declaration of Independence is included in an additional one-day lesson that makes the text suitable for a three-week unit. The Constitution is broken down into small related segments and annotated in two ways: (1) with a simple paraphrasing of the document and (2) with explanations, definitions, and background materials.

This text offers a somewhat traditional treatment of the Constitution and the division of powers in American government. The text is easy to read, graphically appealing, suitably illustrated with black-and-white historic and contemporary photographs, and seemingly accurate in content. Although the end-of-chapter questions are, in most cases, the generic recall variety, many discussion questions require more conceptual understanding than students will grasp using the text alone. For example, questions such as "Do you think the idea of tyranny of the majority should be of concern today?" are apt to draw puzzled looks from the average sixth-grader unless carefully rephrased by teachers. The strongest feature of the text is the brief suggestion at the end of each chapter for a role-playing activity. Hopefully, teachers will embellish on these ideas by providing additional readings, ample structure, opportunities for case study analyses, additional simulation/gaming experiences, opportunities for small-group discussion, and audiovisual components for each lesson. (LH)

11. CONSTITUTIONAL CONVENTION (Turning Points in American History Series)

Author:	Martin McPhillips
Publisher:	Silver Burdett
Publication Date:	1985
Materials and Cost:	Book, hardbound, 63 pp, $10.47
Subject Area:	Colonial history, convention, origins/foundations, ratification
Intended Users:	Grades 5-7

One of a series of short books highlighting important moments in U.S. history, this elementary/middle-school-level text presents easy-to-read coverage of the constitutional convention. The text, which is presented in black and white boldface type, is interspersed with both black-and-white and color reproductions of historical paintings, documents (i.e., Magna Carta, King George III's proclamation, the Articles of Confederation, and working drafts of the proposed constitution), portraits, lithographs, and maps of the 13 states.

The text, which includes no additional teaching components, is intended for middle school students. Chapters on the "Origins," "A Weak Union," "The Federal Convention," and "The Battle Over Ratification" would serve well as readings to reinforce concepts already taught in U.S. history and American government courses.

Although similar content can be found in a variety of new publications on the Constitution, there are still relatively few nonfiction materials on the market designed to be read by younger students. The book's concise and attractive appearance make it an appealing choice for supplemental readings. However, teachers should take care to incorporate the individual chapters into a series of highly interactive student readings rather than expecting students to read the materials cover-to-cover. The materials, though easy-to-read, are somewhat advanced conceptually for the average fifth-grader and will in most cases need additional explanation and demonstrations. (LH)

12. CONSTITUTIONAL UPDATE: LIBERTY, EQUALITY, JUSTICE, AND POWER

Publisher:	American Bar Association
Publication Date:	1987 (compiled from previous issues of *Update on Law-Related Education*)
Materials and Cost:	4 booklets, softbound, 24 pp each, $2.00 each

Subject Area: Civil rights, jurisprudential concepts

Intended Users: Grades K-12

These four booklets on "great constitutional themes" were compiled from articles and activities that originally appeared in *Update on Law-Related Education*. The booklet on *Liberty* includes an article on "The Idea of Liberty" by Isidore Starr, along with an article on teaching about evolution. The eight instructional activities focus on First Amendment rights. The *Equality* booklet includes an article on what the Constitution did and did not say about equality, along with another article on how the courts have been involved in remedying inequities. In the four teaching activities included, students identify turning points in expanding constitutional protections and thus providing equity; analyze sex discrimination cases and cases in which discrimination is legal (e.g., preteens cannot drive); and participating in a role play related to affirmative action.

In the *Justice* booklet, teachers can find articles on due process and how the due process clause functions to make the government operate in a fair way. Students analyze both historical (John Adams' decision about whether to defend British soldiers accused of murdering Americans) and contemporary (mandatory drug testing) cases related to justice. Articles in the *Power* book look at separation of powers and protections provided by state constitutions. Through the activities provided, students further their understanding of authority and power, separation of powers, and our federal system.

These booklets provide excellent teaching strategies, selected from the pages of *Update*. If your school or district has a subscription to the journal and back issues are available, these booklets are superfluous. If you do not have access to the journal, however, these materials are well worth the modest purchase price. (LS)

13. EDUCATING FOR CITIZENSHIP

Developers: Constitutional Rights Foundation, Law Related Education Program for the Schools of Maryland, National Street Law Institute

Publisher: Aspen Systems

Publication Date: 1982

Materials and Cost: 5 books, softbound, 124 to 174 pp, $19.95 each

Subject Area: Concepts of government, role of law in society

Intended Users: Grades K-4

Educating for Citizenship is a series of five curriculum guides for grades K-4. Each level of this program has three units, one focusing on responsibility, one on choices, and one on governance. In the grade 1 materials, for example, the unit on responsibility focuses on individual and group responsibility within the school and neighborhood. The importance of cooperation and caring in group activities is stressed. Themes in unit 2 (choices) of the second-grade materials are: "People have needs and feelings in neighborhood and community; people sometimes disagree in neighborhood and community; people need to know ways of working out conflict in neighborhood and community—discussing, self-control, and adults intervening." Unit 3 (governance) of the grade 4 text examines the mechanisms that states use to fulfill their role in meeting needs and solving problems. The purpose and effects of laws and how people and interest groups help make those laws are among the topics covered.

A wide range of teaching strategies is included in this action-oriented curriculum; included are communication activities (listening, writing, speaking, reporting), group activities (planning, fact-finding, interviewing), story-telling, role playing, brainstorming, mapping and graphing, art projects, puppet shows, and dramatizations. The procedure for each classroom experience is explained in detail, and black-line masters for worksheets are provided when necessary.

Educating for Citizenship is a flexible curriculum that can be easily implemented in primary classrooms. It has been field tested in Maryland classrooms and revised in order to make it as useful and usable as possible. The developers wanted to offer structured experiences that prepare primary-age students to exercise the rights and responsibilities of citizenship and to make responsible choices. This they have done and done well by writing activities about situations with which young children can identify. (Adapted from a data sheet by Mary Jane Turner/MEG)

14. FIFTY-FIVE FATHERS: THE STORY OF THE CONSTITUTIONAL CONVENTION

Author:	Selma R. Williams
Publisher:	Dodd, Mead
Publication Date:	1970
Materials and Cost:	Book, softbound, 188 pp, $4.95
Subject Area:	Convention, ratification
Intended Users:	Grades 6-9

When this book was written in 1970, the author noted a "conspicuous lack of material on the Constitutional Convention" for "young teenagers." This narrative of the convention was written in response to that lack. It relates the events of the convention in a lively style packed with anecdotes. The book carries the story through ratification of the Bill of Rights, ending with brief descriptions of the Framers and a copy of the Constitution.

The text is designed as supplementary reading for middle-level learners. Teachers of U.S. history or civics would find that it fits well with their curricula.

The book is written in an engaging style that students in grades 6-9 should enjoy. The illustrations used in the text are rather dull and do little to enhance student interest. While generalizing to make the material understandable for the intended audience seems appropriate, omitting any mention of *The Federalist Papers* does not. (LS)

15. GEORGE WASHINGTON AND THE BIRTH OF OUR NATION

Author:	Milton Metzer
Publisher:	Franklin Watts
Publication Date:	1986
Materials and Cost:	Book, hardbound, 188 pp, $12.90
Subject Area:	Biographies, colonial history
Intended Users:	Grades 5-7

In this biography intended for student reading, Washington's character, childhood, and business and family life are interspersed throughout the social history of the early years of the United States. Chapters portray Washington as an inexperienced young soldier and courageous commander, the advocate of the United States as a haven for the world's oppressed, as slave owner, and as a president, statesman, and leader of our country.

Nine chapters leading up to the chapter on "Making a Constitution" provide a historical context for students to learn about the social climate of the constitutional era and the times that followed. The book is intended for student reading and has no additional teaching components. A comprehensive index enables students to use the book as a reference. Other features include occasional maps and reproductions of documents, paintings, and lithographs.

Although the content of this book is somewhat traditional in its treatment of historical "facts," it has value in that it retains historical quality despite simplification of the material for the younger reader. It is this reviewer's opinion that although parts of this book are "dry," the author does a good job of interjecting personal dilemmas facing historical figures, thereby making the book more readable than many of this sort. Teachers can capitalize on the material by assigning individual chapters as readings or having students examine the many examples of primary source materials included in the publication. (LS)

16. GEORGE WASHINGTON: A FIGURE UPON THE STAGE

Authors:	Margaret Brown Kapthor and Howard Alexander Morrison
Publisher:	Smithsonian Institute Press
Publication Date:	1981
Materials and Cost:	Book, softbound, 232 pp, $13.95
Subject Area:	Biographies, colonial history
Intended Users:	Grades K-12

Although only one chapter of this book focuses specifically on George Washington's role in the Constitutional Convention, this rich body of art reproductions and photographs from Smithsonian exhibits provides teachers with a valuable collection of primary source material around which to create a context for introducing the Constitution and the historical period during which it was framed.

In a review in *Choice*, the reviewer states: "This beautiful book conveys a feeling for Washington the man and for the character of the American people who have memorialized him in song and story and with objects both great and trivial." Examples of these objects shown in this book include household furnishing from Mt. Vernon, a walking stick given to George Washington by Benjamin Franklin, personal items such as buttons, battle swords, a writing case, medals, clothing, musical instruments, and diary entries. Innumerable reproductions of paintings, documents, musical scales, colonial handicrafts, posters, political cartoons, maps, letters, and account books help teachers show students what life was like during the era when the Founding Fathers came together to create the Constitution.

Although the book is not specifically intended for teachers, it is the sort of book that most readers would find difficult to put down. Incorporation of such rich primary source materials and visuals into an already-existing unit on colonial history and the U.S. Constitution will greatly enhance student interest in history. (LH)

17. HELPING CHILDREN UNDERSTAND THE UNITED STATES CONSTITUTION

Author:	Minna S. Novick
Publisher:	American Bar Association/World Book, Inc.
Publication Date:	1986
Materials and Cost:	Book, softbound, 15 pp, $2.00 (individual copies only)
Subject Area:	Concepts of government, convention
Intended Users:	Grades K-6

Helping Children Understand the United States Constitution is the first of two brief teacher handbooks containing activities and resources useful in helping young people explore their constitutional heritage. Intended for use in communities and schools with students aged 5-12, the handbook provides ideas for five educational lessons, a brief overview of the constitutional period in U.S. history, and a simplified annotated outline of the Constitution. Additionally there is a listing of resources that can enhance and extend the activities. The lessons, including "Rules, Rules, Rules," "Our Constitution," "It is Written," "A Fundamental Freedom," and "Celebrating Our Heritage," include advance organizers directing students' attention to the Constitution, guidelines for creating the setting, and several ideas for classroom activities.

Although no timeline for teaching these lessons is given, the activity ideas for the first four lessons could probably be covered in four to five class sessions. The ideas in the section on "Celebrating Our Heritage," however, are of the sort that could take weeks or even months, depending on the extent to which teachers embellish and extend them. For example, activities such as "hold a constitutional convention where rules are drawn up using procedures similar to those outlined in the first two experiences in this book" and "develop a historymobile exhibit to take to schools, libraries, parks, and other public places" obviously require a great deal of preparation and teaching time.

Despite the brevity of these materials, they are of high quality in instructional methodology and content. The lessons are easy to follow; many can be done with little preparation. The lessons represent exemplary ideas taken from five published sources. A second handbook, offered as a sequel to this one for young people ages 12-18, is reviewed elsewhere in this volume (see entry 56). (LH)

18. IT'S YOUR CONSTITUTION

Author:	Gladys Scesney
Publisher:	Scesney Publications
Publication Date:	1986
Materials and Cost:	Book, softbound, 31 pp, $1.50 for up to 50 copies, $1.25 for 50-500 copies, $1.00 for 500-999 copies, $0.89 for 1000 + copies
Subject Area:	Biographies, branches of government, ratification
Intended Users:	Grades K-6

This booklet contains Constitution-related activities for children from kindergarten to 6th grade. It looks at important words; the 13 original colonies; the Founding Fathers, specifically Washington, Madison, Morris, and Franklin; the constitutional convention; the three branches of government; powers given by the document; and the amendments to the Constitution. Illustrations help make ideas and history more understandable to children.

The booklet's many illustrations can be colored by younger children (K-2). At this level the book might best be read aloud to the students, followed by light questioning. The reading can be done independently, at grades 3-6, at which point the quizzes and tests in the booklet may be more useful. Some writing exercises for fifth- and sixth-graders encourage use of creativity and imagination as well as memory skills.

This publication is full of useful information about the U.S. Constitution. The learning process is "old-fashioned," in that children are encouraged to memorize material for testing. (MEG)

19. JACK AND THE BEANSTALK

Author:	Joanne Greenberg
Publisher:	West Publishing
Publication Date:	1981
Materials and Cost:	Book, hardbound, 48 pp, $7.96; teacher's guide, softbound, 15 pp, $1.25
Subject Area:	Criminal law/criminal justice, legal processes
Intended Users:	Grades 3-6

The unit centers around the traditional story of *Jack and the Beanstalk*, with one major plot change: the giant is not killed at the end of the story. The unit opens with the teacher asking students who they think the villain of the story is. This question is designed to stimulate students to think about the story in new ways, as they analyze such questions as whether Jack acted fairly and responsibly in trading the cow for the beans, asking the giant's wife to feed and hide him, stealing from the giant, and going back up the beanstalk when his mother did not want him to do so.

The story is divided into four sections or lessons. For each section, the teacher's guide provides objectives, vocabulary, background information on the legal concepts developed, teaching procedures, and suggestions for expanding the lesson. The guide suggests that each section be read silently by students first and then be read aloud and discussed as a group. Following this discussion, students write answers to questions at the end of the section in the student book. These questions call for recall, interpretation, and analysis. The student text also describes a small-group activity for each section. After reading and discussing the first section of the story, students work in groups to write and perform skits portraying the scene between Jack and his mother after she threw the beans out the window. After the final section of the story, students try Jack for theft, determining what punishment he should be given. The teacher's guide provides directions for conducting the trial in small groups, as a class, or as a puppet show, depending on the students' ages and abilities. The final aid provided in the teacher's guide is a letter that can be duplicated and sent home to parents. The letter explains the purpose of the unit and describes three follow-up activities parents can use to reinforce the learning at home.

Elementary teachers are often urged to use children's literature to teach law-related concepts. Lists of applicable stories have been compiled (see, for example, "Bibliography of Children's Literature with Strong Law-Related Content," by Alita Z. Letwin, *Social Education*, volume 44, number 5, May 1980, pp. 395-397). West's *Jack and the Beanstalk* provides teachers with a model for how to use such literature to develop law-related concepts. It also serves as a useful model for helping students examine the values embedded in many of the classics of children's literature. (Adapted from a data sheet by Laurel Singleton/MEG)

20. JUSTICE

Project Director:	Charles N. Quigley
Publisher:	Center for Civic Education
Publication Date:	1979-1982
Materials and Cost:	6 multimedia kits, each containing four filmstrip/cassettes, 30 student books, and 1 teacher's edition, $110.00 each for Levels I and II, $125.00 each for Levels III and IV, and $155.00 each for Levels V and VI
Subject Area:	Due process, jurisprudential concepts
Intended Users:	Grades K-12

This program, one in a series on eight fundamental concepts, is intended to give students "an increased understanding of the legal, political, and educational institutions of our constitutional democracy and the fundamental values, processes, and principles upon which they were founded." The *Justice* materials have been designed to assist students in deciding what would be fair or just in a given situation. The curriculum is organized into questions of distributive, corrective, and procedural justice (although they are not labeled as such for younger students). Thus, students examine the fairness of (1) the distribution of various benefits and burdens in society, (2) various responses to wrongs and injuries, and (3) typical means used to gather information and/or make decisions.

The six instructional units are designed for grades K-1, 2-3, 4-5, 5-6, 7-9, and 10-12. Teaching time ranges from two weeks for lower-level units to five weeks for secondary-level units. The materials incorporate a variety of teaching activities. Throughout all of the levels, a variety of "intellectual" tools are introduced to give students ways to think about the subject under consideration.

The *Justice* materials are provocative and interesting fare. Although all of the Center for Civic Education materials have merit, the *Justice* materials seem to be the most fully developed, providing much that is of interest and utility to adults as well as young people. (Adapted from a data sheet by Mary Jane Turner/LS)

21. LAW IN ACTION SERIES

Authors: Linda Riekes and Sally Mahe Ackerly

Publisher: West Publishing

Publication Date: 1980 (2nd ed.)

Materials and Cost: 4 books, softbound, 124 to 152 pp, $7.95 each; 4 teacher's editions, softbound, 124 to 152 pp, $7.95 each

Subject Area: Concepts of government, legal processes, practical law, student rights

Intended Users: Grades 5-9

The four units in this series focus on various aspects of the law and justice system in the United States. *Lawmaking* contains 29 lessons organized around three topics: rules and laws in everyday life, the nature of the U.S. government and Constitution, and politics and the law (e.g., voting, campaigns, elections, and lobbying). *Courts and Trials* consists of 27 lessons dealing with topics such as decisions and conflicts, the court system and its procedures, and the roles of lawyers, judges, and jurors. *Juvenile Problems and Law* contains eight or nine lessons on each of the following topics: decision making, juvenile court, and juvenile crime. In the latter section, students discuss the consequences of crime for other people and the community, the pros and cons of rehabilitation and punishment for juvenile offenders, the causes of juvenile crimes, and ways to prevent young people from committing crimes. The 36 lessons in *Young Consumers* are organized into four topics: the nature of consumers and laws affecting them, advertising techniques, wise buying, and consumer responsibility. Much of the information in all the books is related to students' everyday experiences. Problem-solving and decision-making skills are emphasized.

Law in Action uses a wide variety of teaching procedures, including reading short passages, completing worksheets (which are actually part of the text), answering discussion questions, conducting role plays, discussing moral dilemmas and problems, analyzing case studies, making collages, and writing letters. Several, community-involvement projects are included in each text. Mock trials and elections are major activities in two books. Specific ideas are provided to help teachers use judges, lawyers, and other resource persons. Each section of the texts concludes with a test containing true-false items, matching items, crossword puzzles, short-answer completion items, and open-ended written exercises. Vocabulary exercises and a glossary are also included. The teacher's editions contain additional information on cases, discussion questions for probing key issues, and instructions for facilitating the involvement activities.

The attractive format and variety of activities contained in these texts should make them very appealing to many upper elementary and middle school teachers and students. One disadvantage of the format is that many of the lessons call for students to write in their books. If teachers want to use the texts with another class or in other years, they must instruct students to write on other sheets of paper or duplicate some of the pages in the text. A major strength of these materials is that law concepts are frequently presented to that students can relate to them. For example, one activity explains how precedent is used in deciding court cases; the next activity illustrates that the same principle is important in classroom discipline. (Adapted from a data sheet by Douglas P. Superka/MEG)

22. LAW IN A CHANGING SOCIETY

Director: Hope Lockridge

Publisher: Law Focused Education, Inc. (available from Law-Related Education)

Publication Date: 1982 (rev. ed.)

Materials and Cost: 14 units, softbound, $6.50-$15.00 each; teacher's guide, softbound, 16 pp, free with any unit, $3.00 if purchased separately

Subject Area:	Concepts of government, constitutionalism, criminal justice system, role of law in society
Intended Users:	Grades K-12

This series emphasizes different content at each level. The intermediate books are designed to be used with basal social studies programs. *Who Needs Law?*, level 4, examines the role and function of law. Level 5 focuses on the dynamic aspects of the Constitution and the American values it reflects. Level 6 is a study of local law and government. The senior high *American Government* program deals with the concepts of power, justice, liberty, free press, and fair trials. Two units focus on the policy and post-trial situations. The unit on "The Courts," for example, contains three sections: "The Courtroom Participants," for the intermediate level; "Billy Fatal - A Mock Trial" and "Justice: A Fair Jury" for the advanced level. The role plays in this unit enhance students' understanding of *real* courtroom procedures. The authors recommend that court visits precede or follow these lessons.

Teaching strategies are designed to actively involve students. Questioning is considered a vital component, and teachers are provided with specific probe questions for each lesson to help students determine facts, identify issues, explore alternatives, and make judgments. The *Handbook of Strategies* contains further examples of questions and provides directions for 27 different generic strategies to be used as the teacher sees fit. Among these are role playing, brainstorming, ranking, unfinished story alternatives, the case method approach, the mock trail, quick survey, and learning stations. An indication of the completeness of the directions for conducting each of these strategies can be gained from those presented for the structured discussion. It is suggested first that this technique is useful for providing a balanced examination of a topic or concept. Several variations of the technique are then described. The Texas Bar Association's Law-Related Education program does recommend training by their personnel for teachers using these materials.

These units have been used extensively by the developers in classroom settings. Some of the activities have been drawn from other sources and refined or developed more fully. The extent to which the activities empower students by giving them responsibility for disseminating information to their fellow students makes these materials most worthwhile. (MEG)

23. LAW IN THE CLASSROOM: ACTIVITIES AND RESOURCES

Author:	Mary Jane Turner and Lynn Parisi
Publisher:	Social Science Education Consortium
Publication Date:	1984
Materials and Cost:	Book, spiral-bound, 484 pp, $24.95
Subject Area:	Civil law, constitutional law and civil rights, criminal law
Intended Users:	Grades K-12, resource people

This K-12 handbook is designed for law and justice professionals who serve as resource persons and for classroom teachers working with resource persons. The book is arranged in four parts. The introduction provides an overview, explains the use of the handbook, presents background for the teacher on using community resources, and offers practical teaching tips for resource persons. Part 2 explains a variety of strategies designed to involve students actively in the learning process. Part 3 contains activities for specific law-related content areas. Activities focus on introducing students to law, individual rights, criminal law, civil law, and civil court procedure. The sections on individual law and civil law are subdivided into categories of freedom of speech, freedom of press, freedom of religion, search and seizure, family law, consumer law, property law, environmental law, and torts. Part 4 suggests additional resources, including state and national law-related education programs, multimedia resources, games and software, print materials, and ERIC resources.

Teaching strategies in this publication include case studies, mock trials, moot courts, *pro se* courts, brainstorming, dilemmas, games, police activities, and field trips. Classroom procedure, instructions for implementation, and several law-related activities targeted for various grade levels are outlined for each strategy. The activities in parts 2 and 3 include 78 reproducible student handouts.

This book literally promotes law in the classroom in the persons of police officers, lawyers, and judges. The information for teachers and resource persons is most helpful in preparing complex material for students at all levels. The activities themselves empower students by engaging them in dialogue with one another and with teachers and community people about issues of the law. Role-playing activities in this book make the material interesting and fun, which make it infinitely more absorbable by students. (MEG)

24. LEARNING BASIC SKILLS WITH THE U.S. CONSTITUTION (Weekly Reader Skills Books)

Author: Shirley Granahan

Publisher: Weekly Reader Skills Books

Publication Date: 1987

Materials and Cost: Book, softbound, 31 pp, $1.95; with 10 or more receive free parchment copy of the Constitution

Subject Area: Bill of Rights, branches of government, convention

Intended Users: Grades 4-6

This consumable worktext is a complete social studies unit designed to provide students in grades 4-6 with an opportunity to use a variety of basic skills as they learn about the U.S. Constitution. As students read this booklet and complete the exercises, they practice skills in vocabulary building, reading comprehension, writing, math, map reading, and graph reading.

Although no guidelines are given as to time requirements, there are 15 short activity segments that in most cases, should take less than a full class period. Each begins with a brief reading and reading comprehension activity, primarily of the true/false, matching, and short-answer variety. Each "mini-lesson" then culminates with some sort of puzzle activity such as deciphering codes, completing crossword puzzles, finding what is wrong in a picture, and completing word searches and word scrambles.

Although this is the sort of material that students and teachers are most familiar (and comfortable) with, many opportunities for utilizing more than superficial-level thinking skills are lost. The worktext, which is easy-to-read and somewhat fun for students, might best be suited for use during student free time or in conjunction with a more thoughtfully planned unit on the Constitution in which students are actively engaged in discussion, case study analyses, role playing, writing, and problem-solving. Materials such as these are recommended as a source of skill reinforcement only when used in conjunction with well-integrated units requiring high levels of student involvement. (LH)

25. LIVING TOGETHER UNDER THE LAW

Author: Arlene Gallagher

Publisher: New York State Bar Association

Publication Date: 1982

Materials and Cost: Book, paperbound, 84 pp, $4.00 each for 1-9 copies, $3.00 each for 10 or more copies

Subject Area: Role of law in society

Intended Users: Grades K-6

This guide for use by elementary teachers is based on the tenet that "even very young children can understand the nature and function of rules and laws, if legal concepts are introduced in a way that is relevant to their lives." The guide is organized around ten themes, which the author recommends be taught in sequence over the course of the school year. Example themes are "Rules and laws are essential and play an important role in our lives" and "Different people in different settings enforce rules and laws in different ways."

For each theme, the guide provides six teaching aids. The first is a list of competencies to be gained by students. These competencies are divided into concepts, understandings, and key skills. Next, one or more motivating activities are presented, followed by several learning activities. The activities are varied and include case study analysis, role plays, simulations, analysis of cartoons that illustrate the guide, and discussions. The fourth aid describes ways in which study of the law can be correlated with other areas of the curriculum, most often social studies but sometimes language arts as well.

The final two aids for each theme are unique features of the guide. The first relates the particular theme to children's literature. Three relevant titles appropriate for primary grades and three for intermediate grades are annotated for each theme, and specific suggestions for using some books are given. The final section for each theme focuses on how that theme can be applied to self-governance. The author recommends that these activities be used only by teachers who "assume a democratic attitude toward students, encouraging them to make decisions in areas where they are qualified to do so." These final two aids make the book a unique and valuable contribution to the field. One would hope that the author will update the references to works of children's literature periodically to account for the many new releases. (LS)

26. MINI PAGE SERIES, THE

Publisher:	Universal Press Syndicate
Distributor:	Social Studies School Service
Publication Date:	1986-87
Materials and Cost:	Complete series of 18 newsletters, $3.50; sets 1-3 (six newsletters per set), $1.25 each
Subject Area:	Bill of Rights, branches of government, colonial history, constitutional change
Intended Users:	Grades 3-7

The Mini Page, designed to be "fun and interesting" as well as educational for children ages 6-12, has appeared weekly in more than 450 newspapers nationwide. In the past this four-page tabloid-size newspaper insert has covered such topics a women in history, famous blacks in history, the ghost of the White House, life in various countries, and life in early America.

Designed to help young readers appreciate the Constitution's bicentennial, these 18 brief and entertaining newsletters offer a variety of easy-to-read information related to the Constitution. Combining short articles, photographs and drawings, interviews, maps, and games, the series gives students a sense not only of the Constitution itself, but of the people who wrote it, the historical time during which it was created, and its relevance to modern America.

The Mini Page: Set 1 includes "Meeting at Mount Vernon," "Our Country's First Laws," "Our First Laws Were Weak," "Meeting in 1787," "Signers of the Constitution," and "The Great Compromise." *The Mini Page: Set 2* includes "Meet Chief Justice Burger," "Adapting the Constitution," "The Preamble," "The Lawmaking Branch," "The Executive Branch," and "The Judicial Branch." *The Mini Page: Set 3* includes "The Separation of Powers," "States and the Constitution," "The Bill of Rights I," "The Bill of Rights II," and "Other Amendments." (LH)

27. MORE PERFECT UNION, A: THE CREATION OF THE UNITED STATES CONSTITUTION (Milestone Documents)

Publisher: National Archives and Records Administration

Publication Date: 1978 (reprinted 1986)

Materials and Cost: Book, softbound, $2.50

Subject Area: Colonial history, convention

Intended Users: Grades K-12

This booklet chronicles the exciting events in Philadelphia in 1787 that led up to the Constitution of the United States. The full text and photographs of the original document are included as primary source material for classroom teachers. Although no teaching components are included, this publication serves well as a companion to other National Archive resources including *The Formation of the Union: A Documentary History*, which covers major events from the first Continental Congress through the adoption of the Bill of Rights, and photographs of 38 original documents. Copies of the Declaration of Independence, the Constitution, and the Bill of Rights are available in a third publication, *Charters of Freedom*, or for purchase as individual posters.

Although these materials are not substantial enough in content to be used alone for instruction on the Constitution, the use of such primary sources from America's national archive collection could greatly enhance studies on the Declaration of Independence, the history of the Constitution, and the Bill of Rights. (LH)

28. OUR LIVING CONSTITUTION: THEN AND NOW

Author: Jerry Aten

Publisher: Good Apple, Inc.

Publication Date: 1987

Materials and Cost: Book, softbound, 168 pp, $10.95

Subject Area: Constitutional law, convention, origins/foundations

Intended Users: Grades 5-8

This book of reproducible lessons was designed to make imparting the Constitution's "rich and timeless message a little easier and more meaningful to the next generation." The initial lessons look at the Declaration of Independence, Shay's Rebellion, the convention, and ratification. The bulk of the book is then devoted to analysis of the Constitution and its amendments.

Lessons begin with reading—historical narrative, explanation of the Declaration of Independence or part of the Constitution, or both. When documents are analyzed, a two-column format is used, with the lefthand column giving actual text of the document, the right an explanation in more easily understood language. The readings are followed by worksheets containing many questions requiring recall of content but others asking students to give their opinions or apply constitutional principles to modern-day examples. The unit concludes with a "Trivial Pursuit" style game called "We the People." The time required to complete lessons ranges from one to three class periods. An answer key is provided.

This resource aims to cover the Constitution more comprehensively than many other publications aimed at the intermediate grade levels, providing historical background and explanations of the entire Constitution and all the amendments. Some coverage is better than others, however; for example, coverage of the "Lame Duck Amendment" is more extensive than coverage of the amendment granting women the right to vote, a differential that is hard to justify. Consequently, teachers should not rely on *Our Living Constitution* as their only source of material. The two-column format used for presenting documents is an interesting approach that should be helpful to students. The book's format also allows the teacher flexibility in use of the program. Unfortunately, the pages are visually rather dull and a number of the illustrations do not reproduce well. (LS)

29. OUR NATION'S CONSTITUTION (Learning About America Series)

Author:	Paula A. Franklin
Publisher:	Schoolhouse Press
Publication Date:	1986
Materials and Cost:	Book, softbound, 64 pp, $2.96; $2.22 for five or more copies
Subject Area:	Constitutional change, convention, origins/foundations, ratification
Intended Users:	Grades 4-7

This student workbook is designed to help intermediate-level students understand "why we have a constitution," "how it came into being," and "why this great document has guided our country so well throughout our history." The book discusses why we need a Constitution, the system of government in this country before the Constitution, the convention, the provisions of the Constitution, the campaign for ratification, the Bill of Rights, the concept of judicial review, the changing of the Constitution over time, and the celebration of the Constitution's 200th anniversary. The book ends with a sparsely annotated copy of the Constitution.

Activities are built into the book. Seldom do students go more than a page and a half without some kind of paper-and-pencil activity to complete. These range from answering questions about rules in everyday life to interpreting pictures, timelines, and other graphics to completing puzzles. A feature called "My Reporter's Notebook" engages students in larger projects, such as interpreting the word "justice," writing a letter as though they were living in 1788, and designing a float for a parade honoring the bicentennial.

This book will not give students any depth of understanding of the Constitution. The copy of the document itself is not well enough annotated to make it useful for the intended grade level. However, the suggested activities are varied and engaging enough that intermediate-level students may become interested in the Constitution and retain what they do learn in the program. (LS)

30. PRIVACY

Project Director:	Charles N. Quigley
Publisher:	Center for Civic Education
Publication Date:	1977
Materials and Cost:	6 multimedia kits, each containing four filmstrip/cassettes, 30 student books, and 1 teacher's edition, $110.00 each for Levels I and II, $125.00 each for Levels III and IV, and $155.00 each for Levels V and VI
Subject Area:	Civil rights, jurisprudential concepts
Intended Users:	Grades K-12

The curriculum materials developed by the Center for Civic Education are based on "eight concepts considered fundamental to an understanding of social and political life – authority, privacy, justice, responsibility, participation, diversity, property, and freedom." The organizing questions for the study of privacy are: What is privacy? What factors might explain differences in privacy behavior? What might be some benefits and costs of privacy? and What should be the scope and limits of privacy?

Individual *Privacy* units are designed for grades K-1, 2-3, 4-5, 5-6, 7-9, and 10-12. The materials incorporate a variety of teaching activities that help students grapple with issues of privacy. For example, one lesson in the Level I materials focuses on the possible benefits and costs of privacy. Students watch a filmstrip in which Jessica, a fish who generally stays in a school, spends time in her own private grotto. Students analyze the costs and benefits of Jessica's decision to spend time alone.

Privacy is an important legal and constitutional concern on which there are few instructional materials available, other than those dealing with such controversial issues as abortion and sexual practices. Thus, these flexible and engaging materials deserve consideration by teachers who wish to grapple with this concept. (Adapted from a data sheet by Mary Jane Turner/LS)

31. RESPONSIBILITY

Project Director:	Charles N. Quigley
Publisher:	Center for Civic Education
Publication Date:	1979-1983
Materials and Cost:	6 multimedia kits, each containing four filmstrip/cassettes, 30 student books, and 1 teacher's edition, $110.00 each for Levels I and II, $125.00 each for Levels III and IV, and $155.00 each for Levels V and VI
Subject Area:	Jurisprudential concepts
Intended Users:	Grades K-12

Responsibility is one of a series of K-12 multimedia instructional units based on "eight concepts considered fundamental to an understanding of social and political life." The *Responsibility* materials are structured around four organizing questions: What is responsibility? What might be some benefits and costs of fulfilling responsibility? How should one choose among competing responsibilities, interests, and values? and Who should be considered responsible?

The six instructional units within each of the eight concepts "progress sequentially in scope and treatment of the concept, as well as in terms of the skills taught and the contexts for student inquiry provided." Individual units are designed for grades K-1, 2-3, 4-5, 5-6, 7-9, and 10-12. Teaching time ranges from two weeks for lower-level units to five weeks for secondary-level units. The materials incorporate a variety of teaching activities. Throughout all of the levels, a variety of "intellectual tools" are introduced to give students ways to think about the subject under consideration.

The *Responsibility* materials are provocative and interesting fare. Although many of the filmstrips are humorous, they are not frivolous. The developers have done a good job of relating concepts of the "real world," helping students understand that the principles and generalizations examined apply directly to them. (Adapted from a data sheet by Mary Jane Turner/LS)

32. SALUTE TO OUR CONSTITUTION AND THE BILL OF RIGHTS

Authors:	Connie S. Yeaton and Kren Trusty Braeckel
Publisher:	Indianapolis Newspapers
Publication Date:	1986
Materials and Cost:	2 books, softbound, 75 and 107 pp, $6.95 each
Subject Area:	Bill of Rights, branches of government, role of law in society
Intended Users:	Grades 1-6

This two-volume work is designed to fill a void of material on the Constitution for elementary school students. Using newspapers as a resource, the authors have designed grade-specific activities to go with front page news items, editorials, editorial cartoons, columns, the comics, and the sports page. The books contain a series of lessons meant to enhance students' knowledge of the Constitution and the bicentennial celebration, the three branches of government, the Bill of Rights, and the 16 other amendments. Appendices include summaries of the U.S. Constitution for the appropriate grade levels, materials needed for the activities in the book, glossaries of terms from the lessons, supplementary lessons, and a bibliography.

Lessons are grouped according to grade level; volume one contains lessons for grades 1-3 and volume two has lessons for grades 4-6. Lessons are designed for presentation in one or two class periods. Clearly stated for each lesson are its objectives, the materials needed, a vocabulary list for the lesson, and procedures to implement the lesson. Each lesson also includes a list of extension activities on the particular topic covered. The upper-grade-level lessons help develop reading, writing, and critical thinking skills. The lessons for grades 1-3 help develop listening and discussion skills. The activities can be infused individually into the curriculum.

The clarity of objectives and procedures makes these lessons easy to use. A teacher may use the entire booklet or take a single lesson for infusion into a particular unit in government, history, reading, or spelling. The lessons engage the students in discussion and debate. The use of newspapers allows for a flexibility that teachers will appreciate. (MEG)

33. 1787: A NOVEL

Author: Joan Anderson
Publisher: Gulliver Books/Harcourt Brace Jovanovich
Publication Date: 1987
Materials and Cost: Book, hardbound, 208 pp, $14.95
Subject Area: Colonial history, convention
Intended Users: Grades 6-12

This novel for young people tells the story of the constitutional convention through the eyes of young Jared Mifflin, an aide to James Madison. The story of the convention is interwoven with flashbacks providing information about the Revolutionary War, the story of Jared's romance with Hetty Morris (daughter of Robert Morris, at whose home George Washington stayed during the convention), and Jared's developing consciousness about slavery.

Teachers would find the novel most useful in stimulating student interest in the convention and in the historical era in which it occurred. The novel might be used as a starting point for research in which students check the authenticity of the information provided.

Teachers comfortable with the use of historical fiction to motivate students will find this book useful, particularly for middle school or junior high students. High school students should find many of the factual accounts of the convention just as interesting as this fictional account. Teachers should be aware, however, of some historical inaccuracies (e.g., characters in the book refer to the "Constitutional Convention," although it was called the "Federal Convention" at the time); some language also seems inappropriate to the era (e.g., "crowd control," "supportive of me"). (LS)

34. SHH! WE'RE WRITING THE CONSTITUTION

Author: Jean Fritz
Publisher: Putnam's
Publication Date: 1987
Materials and Cost: Book, softbound, 64 pp, $5.95; hardbound, $12.95
Subject Area: Convention
Intended Users: Grades 3-6

One of a series of amusing works in children's historical literature, this student book provides enjoyable reading on the constitutional convention. The book combines an easy-to-read examination of the complex issues involved in the development of the U.S. Constitution with an often-humorous portrayal of widely differing personalities involved in the constitutional convention. Illustrations are cartoon-like, showing leading figures in colonial garb against a backdrop of colonial architecture. Stories and descriptions make historical figures come alive for younger children.

A number of other books by this author deal with similar themes; these include "And Then What Happened Paul Revere?"; "Can't You Make Them Behave King George?"; "George Washington's Breakfast"; "What's the Big Idea, Ben Franklin?"; "Where Was Patrick Henry on the 29th of May?"; "Why Don't You Get a Horse Sam Houston?"; and "Will you Sign Here, John Hancock?"

The May 1987 issue of "Salute to the Constitution" (American Bar Association) included a poster taken from this new book, along with suggestions for a discussion of when, where, why, and how the delegates wrote the document. These materials are among the very few available for younger student reading and are highly popular with elementary school teachers. Although no teaching components are available, many lessons on early U.S. history can be enhanced by these illustrative and enjoyable readings. (LH)

35. STORY OF THE CONSTITUTION, THE (Cornerstones of Freedom Series)

Author:	Marilyn Prolman
Publisher:	Childrens Press
Publication Date:	1969
Materials and Cost:	Book, hardbound, 32 pp, $9.95 ($7.45 for schools)
Subject Area:	Branches of government, colonial history, convention
Intended Users:	Grades 3-6, slow-readers at the secondary level

One of a series of 67 children's books concerning important events in U.S. history, this narrative is intended to provide children in grades 3-6 with the story of the Constitution in the context of U.S. colonial history. Because the books are intended to be read by students to give them a sense of being witnesses to history-in-the-making, no teaching components or student-directed inquiry approaches are included.

The narrative, although well-written and well-illustrated, is conceptually advanced and beyond the interest of most elementary students. This is not to say that segments of the text could not provide a valuable supplement to classroom lessons or that teachers would not consider some sections valuable in clarifying difficult-to-learn concepts. For the most part, however, it is this reviewer's opinion that this conceptually advanced easy-to-read approach to U.S. history is better suited to middle-schools students and slow readers at the high school level who need a chance to read and reread U.S. colonial history in a straightforward and well-illustrated story narrative.

The book does a good job of describing the organization of the legislative, executive, and judicial branches of government and the many compromises needed to create agreement among the 55 men struggling to create a new form of government. (LH)

36. STORY OF THE POWERS OF THE PRESIDENT, THE

Author:	R. Conrad Stein
Publisher:	Childrens Press
Publication Date:	1985
Materials and Cost:	Book, hardbound, 32 pp, $9.95 ($7.45 for schools)

Subject Area:	Branches of government – executive
Intended Users:	Grades 3-5

Using an array of historical examples, this book provides a rudimentary overview of the role and powers of the president in the U.S. political system. An examination of the Cuban Missile Crisis offers a fast-paced introduction to the book and vividly demonstrates the vast powers of a modern president. Subsequent pages describe the arguments concerning the proper powers of a president that occurred during the constitutional convention. This is followed by discussion of Washington's expansion of presidential treaty-making, Jefferson's enhancement of that power, Lincoln's use of his power as commander in chief of the military, Teddy Roosevelt's and Woodrow Wilson's roles in foreign policy, FDR's use of presidential power to respond to the economic crisis of the depression, presidential powers used in Korea and Vietnam, and a cursory examination of the sources of some of the powers of a modern president.

This book is not accompanied by any study guides, questions or other materials designed to enhance its educational capability. Teaching procedures and time allocations are not suggested.

The absence of student and teacher support materials weaken the educational applications of this book. Simply asking students to read the book may or may not result in their grasping the major thrusts of the material. The book's description of both positive and negative uses of presidential power is commendable, although the balance is decidedly in favor of showing presidential powers in a beneficial light. With careful planning and teacher-developed materials, this text could be used to help students grasp the evolution of presidential powers. (GDG)

37. ...THIS CONSTITUTION (First Book Series)

Author:	Peter Sgroi
Publisher:	Franklin Watts
Publication Date:	1986
Materials and Cost:	Book, hardbound, 90 pp, $9.90
Subject Area:	Confederation period, convention, ratification
Intended Users:	Grades 4-9, School libraries (grade 10 reading level)

First Books are readers for students in grades 4-9. Other titles in the series are *Your Right to Privacy*, *Separation of Church and State*, *The Right to Bear Arms*, *Censorship*, and *States' Rights*. All are historically based and examine the cases and events that have tested these particular rights or restrictions. This particular book first examines some of the American documents that preceded the Constitution, namely *Common Sense*, Lee's Resolution, and the Declaration of Independence. Rather than focus on the Revolution, the author goes right into the confederation period and on to the constitutional convention. Three chapters are devoted to the convention and the emergence of a new structure of government in the U.S. Constitution. The author then describes ratification and wraps up the book with a brief chapter on the significance of the Constitution in our lives today. The Constitution and its amendments are included in the text, as is a list of further readings.

Designed to introduce the history, development, and ratification of the U.S. Constitution, this book can be used as supplemental reading in American history or government classes, as can the other books in the series. No suggestions for classroom use of the book are provided.

It is hard to get past Sgroi's assertion that "[A]fter the war, the national government had failed under the Articles of Confederation because...." Many historians now believe the government had not failed; rather, it was usurped by the ratification of the Constitution by nine of the thirteen states from 1787 through 1789. The book combines the social and political history of the period so that students get to see the framers in the context of their habits and surroundings, as well as their political ideals and goals. Students will enjoy the photographs of primary documents such as the cover pages to Thomas Paine's *Common Sense* and Hamilton's *The Federalist*. The reading level is rather high for the intended audience, however. (MEG)

38. THIS IS MY CONSTITUTION

Publisher:	National Conference of Christians and Jews
Publication Date:	1987
Materials and Cost:	Folder containing 33-page stapled guide, facsimile of the Constitution, and wallet cards, 1 folder free to each requesting school
Subject Area:	Current issues
Intended Users:	Grades K-12

NCCJ has produced this packet of materials in support of its national campaign to get Americans, especially students, to sign their names to facsimiles of the Constitution. The facsimile Constitution and wallet cards provided in the folder (multiples of these items can be ordered) are for use in the campaign. The guide suggests activities that can be used to stimulate interest in the campaign or to enhance study of the Constitution.

The guide suggests a variety of activities. Four activities, each requiring two to three class periods to complete, look at classroom/school governance topics as examples of constitutional issues. Topics covered at the elementary level are voting and dress codes; at the secondary level the topics are freedom of the press as it relates to school newspapers and a case in which the prom was canceled because of class-cutting. A fifth activity looks at how groups can get their standards adopted as policy. These five activities are followed by a set of school-related "situations" designed to stimulate discussion of constitutional issues. The guide ends with a series of "nuggets" to give teachers ideas for ways of demonstrating how the Constitution affects our everyday lives.

NCCJ's nationwide campaign, while it might be perceived as "gimmicky" by some, may indeed stimulate student interest in the Constitution in a way that simply reading about it cannot. The provision of teaching activities in conjunction with the campaign is a worthwhile effort, particularly because of the activities' focus on school-related constitutional issues. (LS)

39. UNLOCKING THE CONSTITUTION AND THE DECLARATION OF INDEPENDENCE

Authors:	Robert M. Goldberg and Richard M. Haynes
Publisher:	Globe Book
Publication Date:	1987 (rev. ed.)
Materials and Cost:	Book, softbound, 140 pp. $4.50 ($3.75 for 10 or more copies); teaching guide free
Subject Area:	Amendments, Constitution
Intended Users:	Grades 5-6

This six-unit worktext provides a step-by-step analysis of the Constitution. It offers a concise summary of the Constitution, and the activities provide students with opportunities to recall and occasionally apply what they have learned. Vocabulary words and definitions are presented with each lesson. Some features of the worktext include boldface print, political cartoons, crossword puzzles, timelines, and a graphic easy-to-read depiction of each section of the Constitution. Unit headings include: (1) "The Preamble and Article I – How are the Laws Made?"; (2) "Article 2 – How Does the Executive Branch Work?"; (3) "What is the Judicial Branch and How Does It Work?"; (4) "Articles 4, 5, 6, and 7 – How Can Our Government Work Best?"; (5) "The Constitutional Amendments"; and (6) "The Declaration of Independence."

No guidelines are given as to time allocations for teaching this material. Although the publisher specifies this worktext to be at a reading level of grade 5-6, it is not clear whether this is the intended audience, since the publication is both advanced and substantive enough to be used with older students. Like most worktexts, there is a fair amount of reading and writing required. Although activities in many cases require traditional recall and low-level thinking skills, a surprising number of activities require higher level critical thinking skills. For example, students frequently write a passage expressing their opinion about topics such as who should not be allowed to be president and how the president should be paid. They then compare and contrast their ideas with the "Constitution's answers" and draw conclusions. On several occasions, students are asked to interpret political cartoons, make inferences, and be the judge of ethical and legal dilemmas presented in brief case study analyses. In one instance, students are presented with statistics designating the number of electoral votes in 1800 and asked to deduce, using these figures, what the problem was that led to the creation of the 12th Amendment.

Despite occasional lapses into trivial recall questions, the materials are interesting enough and content-laden enough to be both adaptable to other grade levels and desirable in terms of student involvement. The materials would perhaps be better suited to younger students had the publishers made the Constitution more directly related to children's everyday lives. Teachers may want to embellish on this weakness by providing concrete examples of how the Constitution influences children and avenues open to them to influence government. (LH)

40. UPDATE ON LAW-RELATED EDUCATION

Editor:	Charles White
Publisher:	American Bar Association
Publication Date:	Continuous
Materials and Cost:	Journal, 3 issues/year, $10.50 for 1 year, $16.00 for 2 years, $21.00 for 3 years (back issues, $2.50 each)
Subject Area:	Civil law, civil rights, criminal justice system
Intended Users:	K-12

Update on Law-Related Education is a resource for elementary and secondary teachers who teach about the law. Although each of its three issues per year include one or two articles providing teaching strategies, the bulk of each issue is devoted to in-depth coverage of legal issues related to a particular theme. Also included are reviews of LRE materials and briefings on recent Supreme Court decisions. Recent issues of *Update* have focused on such topics as punishment, privacy, women and the law, family law, justice, and sports and the law. Teachers who are hesitant about teaching legal content because they feel they lack the necessary background will find the in-depth information most helpful. The most recent issues have focused specifically on the Constitution and look at basic concepts of justice, equality, property, and power. Some constitutional topics in recent issues include "Separation of Powers" (Fall '86), "Play Fair" (Spring '86), "Foundations of Freedom" (Winter '86), "Free Press in America" (Fall '85), "The First Amendment at Mid-Decade" (Spring '85), "The Revolution in Search and Seizure" (Winter '85), "The Constitution in War and Peace" (Winter '84), "Privacy vs. Power" (Spring '82), "Women and the Law" (Fall '81), and "What is Justice?" (Winter '81).

The ABA asks educators around the country to design lessons for their magazine. All the activities are clearly delineated for the appropriate grade level. Most contain objectives, background material, procedures, student handouts, and extension activities. The lessons relate to the essays in the periodical.

Update does exactly that. It allows teachers to stay current in law-related education and provides them with the best new activities in law. The activities are written for all grade levels, which makes them invaluable. This is one of the many important periodicals of the American Bar Association's Special Committee on Youth Education for Citizenship. Others are *LRE Project Exchange*, *LRE Report*, and *Passport to Legal Understanding*. *LRE Project Exchange* covers topics of particular interest to LRE projects but also contains information useful to teachers. A recent issue, for example, focused on mock trials. *LRE Report* is a newsletter containing items about new materials and activities nationwide. Both *LRE Report* and *LRE Project Exchange* are published three times annually and are available free of charge. *Passport to Legal Understanding*, also free but published only twice yearly, informs readers of the latest developments in adult education about the law. (MEG)

41. USA FREEDOM: TEACHER'S GUIDE (A USA Today Program for Celebrating the Bicentennial of the United States Constitution)

Authors: Rachel Y. Thompson and Joan D. Baraloto

Publisher: USA Today Educational Services Department

Publication Date: 1987

Materials and Cost: Elementary and secondary classroom sets; each set includes 30 copies of student guides, a teacher's guide, and 30 student tabloids, $37.50 each

Subject Area: Branches of government, colonial history, current issues, origins/foundation

Intended Users: Grades 4-9

The USA Freedom package includes a *USA Today Classline Teacher's Guide* and a 24-page tabloid student reader. The tabloid is presented as a collection of constitutional news stories that cover events both in 1787 and in 1987. Vignettes by and about the signers of the Constitution are interspersed with cute news items from the era of the early republic. The teacher's guide addresses three themes: "The U.S. Constitution – 200 Years Ago"; "The Constitution – Establishing a Federal System"; "The Constitution – An Enduring Document." Additional activity suggestions are provided, as are quizzes, a resource listing, and a teacher questionnaire.

The tabloid is in the recognizable *USA Today* format. Pages are bright with color and graphic elements. The teacher's guide provides some ideas for using the tabloid in lieu of a textbook for lower level classes. Several days' work can easily be planned around the activities and information presented. Much of the material is usable for upper elementary as well as middle and junior high schools.

Students should find the materials very readable and painless introductions to the Constitution. The activities suggested in the guide are useful starters for a more substantive approach. Many masters are provided for reproduction, although several use a gray background that does not always reproduce well on school machines. The low cost makes this an attractive package. (RDL)

42. WE THE PEOPLE: EXPLORING THE U.S. CONSTITUTION

Authors: Charlotte S. Jaffe and Barbara T. Roberts

Publisher: Educational Impressions

Publication Date: 1987

Materials and Cost: Book, softbound, 96 pp, $8.95

Subject Area: Biography, convention

Intended Users: Gifted students in grades 3-8

This title is one of a series of resource books aimed at gifted students. The book contains reproducible lesson pages, some providing content reading and the remainder activities. The book is divided into five major sections. The first presents "The Story of the Constitution," briefly covering the Articles of Confederation, the Constitutional Convention, major provisions of the Constitution, the Bill of Rights, and selected amendments. The second ends with a compendium of constitutional trivia. The second section of the book provides profiles of the 55 framers.

The remaining three sections provide instructional activities. The first of these sections contains seven vocabulary-development exercises, including puzzles, word scrambles, traditional matching exercises, and a definition game. The next section contains "Critical and Creative Thinking Skill Activities." Among these activities are composing constitutional riddles, creating a dialogue between two characters of the period, distinguishing fact from opinion, paraphrasing passages from the Constitution, creating a political cartoon, and debating. The final section presents rather detailed instructions for conducting a mock convention.

It is difficult to see why, except for the advanced (grade 9) reading level, this book is identified as particularly appropriate for gifted students. It seems likely that most students would find the content coverage – which is not comprehensive – rather dry. It also seems likely that those activities that gifted students would find engaging – and there are a number of interesting activity suggestions – would also be enjoyed by average students. The ideas for enacting a mock convention should be quite useful to teachers interested in such an endeavor. (LS)

43. YOUNG CITIZEN'S GUIDE TO THE UNITED STATES CONSTITUTION, A

Authors:	Helen H. Carey and Judith E. Greenberg
Publisher:	The New York Times
Publication Date:	1987
Materials and Cost:	Book, softbound, 35 pp., free
Subject Area:	Amendments, constitutional law and civil rights, current issues
Intended Users:	Grades 4-8

Focusing on "10 great ideas for the Constitution," this guide utilizes a contemporary approach that encourages young people toward a participatory attitude. Activities are constructed so that school-age children see the Constitution in the context of their own lives and the lives of the people around them. Each lesson makes use of a daily paper; some provide reprinted articles from *The New York Times*. Titles of the ten lessons are (1) "Competition, Trade and the Constitution," (2) "The Constitution and National Security," (3) "The Judiciary," (4) "Article V: Amending the Constitution," (5) "The First Amendment: God and Government," (6) "The First Amendment: Free Speech, Free Press," (7) "The Fourth Amendment and You," (8) "The Fifth Amendment: Interpretation and Meaning," (9) "The Ninth and Tenth Amendments: The People's Rights and the States' Rights," and (10) "Equal Protection of the Laws: The Fourteenth Amendment."

These lessons and suggestions may be altered to suit class needs, grade levels, and teaching styles. Elementary teachers may find a portion of each lesson sufficient for their students, whereas middle school teachers may wish to use the entire lesson and extend the learning by choosing from the list of suggestions. In addition to the lessons and teaching suggestions, this guide contains information on the creation of the Constitution, strategies for teaching with visuals, and a list of resources for teaching about the Constitution.

It is this reviewer's opinion that these materials are excellent in terms of process as well as content. Learning strategies involve a number of active learning strategies such as case study analyses, drawing conclusions about colonial times by scrutinizing historic paintings, participating in a survey of public attitudes on contemporary issues, examining political cartoons for constitutional messages, discussing hypothetical scenarios, conducting opinion polls, and interviewing law authorities. It is evident from this publication that the co-authors not only have extensive teaching experience, but also successful careers as authors of children's books, teacher's guides, and curriculum supplements. (LH)

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44. Alexander Hamilton: A Biography 43
45. American Album: 200 Years of Constitutional Democracy 43
46. American Heritage: Special Constitution Issue 44
47. Annual Editions: Criminal Justice 87/88 44
48. Anti-Federalist Papers and the Constitutional Convention Debates, The 45
49. Anti-Federalists, The 46
50. Anti-Federalists, The: Critics of the Constitution, 1781-1788 46
51. Are We To Be a Nation? The Making of the Constitution 47
52. Bill of Rights in Action 47
53. Birth of the Constitution 48
54. Cartoon Guide to the Constitution of the United States, The 48
55. Celebrating the Constitution: An Interdisciplinary Approach 49
56. Celebrating Our Constitutional Heritage with Young People 49
57. Constitution, The 50
58. Constitution, The: Evolution of a Government 51
59. Constitution, The: Perspectives on Contemporary American Democracy 51
60. Constitution, The: Reflection of a Changing Society 52
61. Constitution of the United States, The 52
62. Constitutional Concepts for Future Teachers 53
63. Constitutional Reform and Effective Government 54
64. A Convention of Delegates: The Creation of the Constitution 54
65. Decision in Philadelphia: The Constitutional Convention of 1787 55
66. Dred Scott Case, The: Its Significance in American Law and Politics 55
67. Education on the Constitution in Secondary Schools 56
68. Embattled Constitution, The: Vital Framework or Convenient Symbol? 56
69. Enduring Constitution, The: A Bicentennial Perspective 57
70. Excel in Civics: Lessons in Citizenship 58
71. Federalist Papers, The 58
72. 55 Men: The Story of the Constitution 59
73. First Amendment, The: Free Speech and a Free Press 59
74. Foundations of the Republic: Select Important United States Documents 60
75. Great Trials in American History: Civil War to the Present 60
76. History and Contents of the Constitution of the United States 61
77. How Free Are We? What the Constitution Says We Can and Cannot Do 62
78. Humanities and the Constitution, The: Resources for Public Humanities Programs on the Bicentennial of the U.S. Constitution 62
79. Institute for Political and Legal Education 63
80. Introduction to Law 64
81. Jefferson Meeting on the Constitution, The: The Constitution in the Classroom 65
82. Justice: Due Process of Law 65
83. Law in American History 66
84. Law and the Consumer 67
85. Law in U.S. History 68
86. Law Enforcement-Education Partnership, The: A Model for Using Law Enforcement Officers in Law-Related and Citizenship Education Classrooms 68
87. Lessons on the Contitution: Supplements to High School Courses in American History, Government, and Civics 69
88. Lessons on the Federalist Papers: Supplements to High School Courses in American History, Government, and Civics 70
89. Life: Special Issue on the Constitution 70
90. Machine that Would Go of Itself, A: The Constitution in American Culture 71
91. Making of America, The: The Substance and Meaning of the Constitution 71
92. Making the Constitution 72
93. Miracle at Philadelphia: The Story of the Constitutional Convention 73

94. More Perfect Union, A 73
95. New Nation, The: A History of the United States During the Confederation 74
96. New Right v. the Constitution, The 74
97. Newsweek Social Studies Program 75
98. Novus Ordo Seclorum: The Intellectual Origins of the Constitution 75
99. Personal Law 76
100. Quarrels That Have Shaped the Constitution 76
101. Reasoning with Democratic Values: Ethical Problems in United States History 77
102. Rediscovering the Constitution: A Reader for Jefferson Meeting Debates 78
103. Religious Freedom in America: A Teacher's Guide 79
104. Shaping American Democracy: U.S. Supreme Court Decisions 79
105. Signers of the Constitution, The 80
106. Social Education: The U.S. Constitution and American Values 80
107. Speaking and Writing the Truth 81
108. Street Law: A Course in Practical Law 81
109. Street Law Mock Trial Manual 82
110. Students, Teachers, Lawyers, Working Together: We the People 83
111. Study Guide for the Nebraska Celebration of the Bicentennial of the Constitution of the United States 83
112. Study Guide for the United States Constitution 84
113. Supreme Court and the Second Bill of Rights, The: The 14th Amendment and the Nationalization of Civil Liberties 84
114. Teaching About the Constitution 85
115. Teaching Today's Constitution: A Contemporary Approach 86
116. Teens, Crime, and the Community 86
117. This Constitution: A Bicentennial Chronicle 87
118. Time: We the People Collector's Edition 87
119. Understanding the Law 88
120. U.S. Constitution Bicentennial, The: A We the People Resource Book 89
121. U.S. Constitution for Everyone, The 89
122. Vital Issues of the Constitution 90
123. We Hold These Truths: Understanding the Ideas and Ideals of the Constitution 90
124. We the People...Do Ordain and Establish This Constitution for the United States of America 91
125. We the People: A Handbook on Community Forums on the Constitution 92
126. What Anti-Federalists Were For: The Political Thought of the Opponents of the Constitution 92
127. Witnesses at the Creation--Hamilton, Madison, Jay and the Constitution 93
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Note: The programs reviewed in entries 1, 2, 4, 6, 10, 11, 12, 13, 15, 16, 17, 20, 21, 22, 23, 26, 27, 28, 29, 30, 31, 33, 35, 37, 38, 40, 41, 42, and 43 can also be used at the secondary level.

44. ALEXANDER HAMILTON: A BIOGRAPHY

Author: Forest McDonald

Publisher: W.W. Norton

Publication Date: 1979

Materials and Cost: Book, hardbound, 480 pp, $9.95

Subject Area: Biography

Intended Users: Teachers

The author views *Alexander Hamilton* with admiration and awe. Washington, Jefferson, and Madison were only contemporaries and co-actors of Hamilton, observes McDonald, while Byron and Beethoven were his "true kin." The task of Hamilton was to create a great nation and remake American society according to Hamilton's own values, feels the author.

One finds no more detailed, scholarly, and well-written treatment of important figures in the history of the Constitution. *Alexander Hamilton* is appropriate for upper-level college courses, teacher preparation, and teacher background reading.

Hamilton's role in the calling of the constitutional convention and his actions in Philadelphia are clearly visible and interesting in this account. McDonald provides detailed and informative analysis of Hamilton's contributions to the convention and *The Federalist Papers*. (JSH)

45. AMERICAN ALBUM: 200 YEARS OF CONSTITUTIONAL DEMOCRACY (Law in Social Studies Series)

Authors: Coral Suter and Marshall Croddy

Publisher: Constitutional Rights Foundation

Publication Date: 1986

Materials and Cost: Starter edition (includes teacher and student texts), softbound, 139 pp combined, $12.50; student edition alone, softbound, 56 pp, $5.50; classroom set (30 copies of student edition and free starter edition), $165.00

Subject Area: Constitutional change

Intended Users: Grades 7-12

Like others in the Law in Social Studies Series, this publication is designed for infusion in a traditional grade 7-12 social studies course. The booklet contains eight units arranged chronologically from the Constitution's initial implementation in the late 18th century to the civil rights movement of the 1950s and 60s. Each unit addresses a significant role in the U.S. legal system and corresponding legal process. Units that involve the direct study of the Constitution include the following: "The First Congress and the Constitution," "John Marshall and the U.S. Courts," "Cruel and Unusual Punishment: Dorothea Dix and Prison Reform," "If At First You Don't Succeed: Dred Scott's Case," "Heroes and Villains: Enforcing the Law," "Law and Leaders at the Turn of the Century," "Clarence Darrow and Thomas Dewey: The Adversary System," "A Long and Winding Road: Civil Rights and the Law."

American Album is intended primarily as a supplement to U.S. history texts. It uses a wide array of instructional strategies designed to appeal to most students. In addition to the usual reading and discussion, students role play, work in small groups, work with community resource persons, analyze scenarios and cases, conduct research, and write in a variety of styles. Each lesson probably requires a week or more to cover all of the material. Lesson plans are complete, and each unit can be used independently of the others.

This material is an attractive option for U.S. history teachers who would like to add a legal dimension to their courses. It focuses on important topics that are often not discussed in any detail in most texts. In addition, the activities help teachers and students move past the specifics of historical situations to an examination of the concepts and principles those situations illustrate. Although the material contains a variety of historical illustrations, little attention is paid to how these might be used. In some cases, students with less-adequate reading skills might benefit greatly from activities employing some of the pictorials. Despite this minor weakness, *American Album* provides an excellent opportunity to develop critical thinking skills and to discuss a range of historical issues of enduring importance. (DG)

46. AMERICAN HERITAGE: SPECIAL CONSTITUTION ISSUE

Editor:	Byron Dobell
Publisher:	American Heritage/Division of Forbes, Inc.
Publication Date:	May/June 1987 (volume 38, number 4)
Materials and Cost:	Magazine, softbound, 144 pp, $4.00 (plus $1.00 postage and handling)
Subject Area:	Biography, constitutional change, convention
Intended Users:	Historians, teachers, general public, school libraries

Six articles integrate narrative historic photographs and artwork, and interestingly appropriate advertising in this special issue on the Constitution. In the first article, "The Preamble," photographs from different periods of life in the United States are used to illustrate the sentence in which the writers announced their purpose. In "A Few Parchment Pages Two Hundred Years Later," historian Richard B. Morris tells how the great charter has survived and flourished. Historians, authors, and public figures are asked what changes they would like to see in the Constitution and what parts mean the most to them in "Taking Another Look at the Constitutional Blueprint." "Unexpected Philadelphia" takes readers on a tour of the town where the Constitution was born and provides a calendar of celebratory events taking place during the bicentennial year. "Interview with a Founding Father," although somewhat advanced conceptually for secondary students, offers a high-interest imaginary dialog between James Wilson, an important but now obscure draftsman of the Constitution, and a modern-day journalist. The final article provides the views of a recent British ambassador to Washington.

Although no teaching procedures are provided in this issue, the material presented offers numerous possibilities for supplementing traditional textbooks with additional reading, group discussion, role playing, and activity development. Teachers using the material will have to be imaginative and willing to spend time extending already-developed lessons or enriching lessons for their more advanced students.

Some sections, such as the photographic essay "The Preamble," provide fascinating viewing even for the youngest children; other sections are better suited for more mature students. The strength of this material is that it is sound in content, high-interest in comparison to traditional textbooks, and graphically and artistically appealing. (LH)

47. ANNUAL EDITIONS: CRIMINAL JUSTICE 87/88

Editors:	John J. Sullivan and Joseph L. Vicker
Publisher:	The Dushkin Publishing Group
Publication Date:	1987
Materials and Cost:	Book, softbound, 278 pp, $9.50; teacher's guide, softbound, free; *Using Annual Editions in the Classroom*, softbound, 24 pp, free
Subject Area:	Civil rights, criminal justice system, juvenile justice

Intended Users: Grades 11-12, college

Annual Editions is a collection of newspaper, journal, and magazine articles and essays that focus on the single topic of each issue. This issue of *Annual Editions* contains six units. In "Crime and Justice in America," the current scope of crime in America is examined under topics of criminal behavior, drugs, organized crime, and white-collar crime. "Victimology" looks at the psychological impact of crime on victims, the rights of victims, and the hidden victims of the criminal justice system. The third unit, "Police," includes topics such as police stress, minority representation, vigilantism, and police brutality. An examination of the process by which the accused moves through the judicial system with a focus on prosecutors, courts, the jury process, plea bargaining, and children's rights in court is the subject of unit 4. "Juvenile Justice" contains such issues as juvenile detention, street gangs, and effective ways to respond to violent juvenile crime. In the final unit, "Punishment and Corrections," the focus is on the current state of America's penal system and the effects of sentencing, probation, overcrowding, and private correctional institutions on the rehabilitation of criminals.

Two supplementary guides are provided to assist teachers in using this resource. A general booklet, *Using Annual Editions in the Classroom*, provides a variety of ideas for incorporating any of the *Annual Editions* publications in the classroom. The teacher's guide for *Criminal Justice 87/88* provides brief lesson plans for each of the articles in the student text. Each plan includes two or three lecture suggestions and a series of multiple choice, true/false, and essay questions to be used for evaluation. These teacher's guide plans are based on the assumption of a straight lecture/discussion/test format such as that found at the college level and in advanced placement courses. Such a strategy is in keeping with the difficulty level of the student readings. In addition to the guides, a two-page section in the student text outlines general topics covered in criminal justice classes and that are concerns to criminal justice officials. These topics are tagged to articles within the text. Such topics include AIDS, brutality, burnout, civil rights, cocaine, ethics, mafia, minorities, parole, stress, white-collar crime, and women.

Criminal Justice 87/88 is an excellent teacher resource and learning tool. It provides teachers and students with perspectives from the society at large. It provides them with primary documents for sociological and historical research. The issues in this "Annual Edition" are relevant to students' lives today. Students are not isolated in school buildings. Many of them work and need an awareness of what's going on in their culture. The essays and articles in this book provide excellent sources for real life as do the newspapers, journals, and magazines from which they come. Teachers should bear in mind that the writing style of authors requires a fairly advanced student audience. It is recommended that the text be used with grade 12 students or above average students at the lower high school grades and with generally highly motivated or interested students. Other related *Annual Editions* out this year are *American Government* and *State and Local Government*. (MEG)

48. ANTI-FEDERALIST PAPERS AND THE CONSTITUTIONAL CONVENTION DEBATES, THE

Editor:	Ralph Ketcham
Publisher:	Mentor Book/New American Library
Publication Date:	1986
Materials and Cost:	Book, softbound, 406 pp, $4.95
Subject Area:	Anti-Federalists, convention, ratification
Intended Users:	Teachers, school libraries

This companion to *The Federalist Papers* provides a variety of primary documents from the constitutional convention debates and the ratification process. These two areas are supplemented by three appendices: The Articles of Confederation; The Constitution; and Principal Speakers at the Federal Convention of 1787, as well as an annotated bibliography and an "Index of Ideas." Prefatory materials include a 20-page introduction, two chronologies of proposals and events, and a chart of debate subjects cross-referenced between Anti-Federalist writings and *The Federalist Papers*.

Teachers will find this volume useful primarily for the excellent, short introductory overview and for the cross-reference chart. The chart makes it easy to pull out two or three issues, locate the position papers, and give them to small groups of students for discussion or debate.

For those who prefer, or enjoy working with primary sources, this is an excellent source for Anti-Federalist thought, both during and after the convention. These documents are more accessible in this volume than in Storing's seven-volume compilation and are physically easier to handle than in Kenyon's anthology. The "Index of Ideas" is very complete and helps analyze specific issues in detail beyond the already valuable cross-reference chart. (RDL)

49. ANTI-FEDERALISTS, THE

Author: Cecelia M. Kenyon

Publisher: Northeastern University Press

Publication Date: 1985

Materials and Cost: Book, softbound, 454 pp, $9.95; hardbound, 454 pp, $29.95

Subject Area: Anti-Federalists, conventions, ratification

Intended Users: Teachers, school libraries

The long introduction to this work is a revision of Kenyon's 1955 article "Men of Little Faith: The Anti-Federalists on the Nature of Representative Government." That article was responsible for opening the first serious consideration of Anti-Federalist contributions to the founding of the American political system. As well as the revised article, Kenyon includes 18 selected primary documents that reflect "the different attitudes, temperaments, and methods of argumentation that characterized Anti-Federalist debates in the newspapers and on the convention floors."

As with other works on the Anti-Federalists reviewed in this volume, Kenyon's work may be too specialized for wide high school application. Her introductory essay provides a basis for a deeper political analysis of Anti-Federalist thought than is often presented in textbooks.

Kenyon's original essay helped spark the critical reevaluation of Beard's classic *An Economic Interpretation of the Constitution*. Kenyon not only demonstrates that the Anti-Federalists had real, substantive reservations to the Constitution, but that many of the issues they raised are central to political discourse even today. The documents demonstrate "reasoned analysis" and "unreasoned assertion" that were characteristic of both opponents in the ratification struggle. (RDL)

50. ANTI-FEDERALISTS, THE: CRITICS OF THE CONSTITUTION, 1781-1788

Author: Jackson Turner Main

Publisher: Norton

Publication Date: 1974

Materials and Cost: Book, softbound, 320 pp, $7.95

Subject Area: Anti-Federalists, convention, ratification

Intended Users: Teachers, advanced placement U.S. history and government students

This expanded dissertation explores the social and political origins of the Anti-Federalists' objections to the Constitution. Main identifies seven key reasons for the ultimate failure of the Anti-Federalists: (1) communications, both private and newspapers, were so slow that Anti-Federalists could not get accurate information; (2) most newspapers were pro-Constitution; (3) the Federalists had superior organization; (4) the Federalist leaders enjoyed superior social, economic, and political prestige among the voters; (5) an early momentum for ratification was established by the votes in Delaware, Pennsylvania, New Jersey, Georgia, and Connecticut; (6) amendments were promised;

(7) Anti-Federalists were undermined by their agreement that there was a real need for a political change. Overall, Main concludes that the ratification struggle was a contest between the commercial and noncommercial elements of the population.

Teachers will find this volume useful as background on the Anti-Federalists. The conclusion and bibliographic essay provide a basis for class discussions, especially in advanced placement classes.

Main's work has been augmented by several more recent studies, but he provides a basis for understanding the reevaluations of the conflicting accounts of Beard and MacDonald. Main's primary finding is that class differences did exist and did play a major role in the ratification process, although not in the form portrayed by Beard. Some of the limitations of this study, noted by Main, have been overcome in later works through a greater accessibility to Anti-Federalist writings. (RDL)

51. ARE WE TO BE A NATION? THE MAKING OF THE CONSTITUTION

Authors:	Richard B. Bernstein with Kym S. Rice
Publisher:	Harvard University Press
Publication Date:	1987
Materials and Cost:	Book, softbound, 342 pp, $14.95
Subject Area:	Bill of Rights, convention, origins/foundations, ratification
Intended Users:	Secondary students, teachers, school libraries

Are We to Be a Nation? was developed as part of the New York Public Library's Bicentennial Project and is illustrated with materials from the library's bicentennial exhibition. The book is a comprehensive resource, providing five chapters on the events and revolution in political thought leading up to the Constitutional Convention, one chapter on the convention itself, one chapter on ratification, and one on establishment of the new government and passage of the Bill of Rights. Throughout, the author draws on recent scholarship in such areas as the philosophical underpinnings of the Constitution, the importance of the state constitution development process to participants in the convention, and the validity of the Anti-Federalists' contributions. The work is extensively footnoted and thoroughly indexed. A chronology of relevant events from 1634 to 1792 is appended, as is a list of delegates to the convention.

The book would serve as a useful source of information for teachers desiring more depth of constitutional knowledge or understanding of recent scholarship before they embark on a unit about the document. It could also be used as a source for student research projects or supplementary readings for able high school students.

Bernstein's book is written in a style that is understandable without sacrificing scholarship. His attention to newer historical work makes the book especially useful in balancing some of the classic writings on the Constitution, which, while providing a wealth of information, do not account for historical research of the past several decades. Because of the breadth of the content covered, the book would also be a good candidate for perusal by those teachers who have time to read only one of the many available works on the Constitution. (LS)

52. BILL OF RIGHTS IN ACTION

Editor:	Marshall Croddy
Publisher:	Constitutional Rights Foundation
Publication Date:	Quarterly
Materials and Cost:	Magazine, 8 pp each issue, free (back issues: $1.40 single copy)
Subject Area:	Bill of Rights
Intended Users:	Grades 9-12

In the fall of 1986, this black-and-white classroom magazine began what will be a five-year series of special editions on constitutional themes and issues. The aim of these special editions is to make "our precious constitutional heritage an integral part of every student's education..." Two issues examined for this review focused on "Foundations of the Constitution," which contained articles on the Mayflower Compact, Magna Carta, and Federalist Papers; and "The Constitution in Other Lands," with articles that looked at how the U.S. Constitution was used as a model in Japan, South Korea, and the Philippines. The most recent issue (August 1987) is 16 pages long and addresses the topics of Artistotle's view of government, the events surrounding Shay's Rebellion, the three branches of government, contrasting opinions of the union voiced by Hamilton and Mason, and issues regarding the appointment of a Supreme Court justice.

Each article is accompanied by an instructional activity that will help students use the information gained. For example, after reading about the Mayflower Compact, students pretend they crashed on Mars in the Mayflower II and must develop a second compact that will work in this new society. Many written exercises and small- and large-group discussion activities are included. Activities are keyed to the subject areas (U.S. history, world history, U.S. government, economics, international studies) in which they might be taught most easily.

The *Bill of Rights in Action*'s magazine format allows it to treat topical issues that represent enduring constitutional questions. It is free to teachers and can be copied for student use, an undoubted benefit. Greater variety in writing style and activities might make the magazine more interesting for students. (LS)

53. BIRTH OF THE CONSTITUTION

Author:	Edmund Lindop
Publisher:	Enslow Publishers
Publication Date:	1987
Materials and Cost:	Book, hardbound, 160pp, $13.95; softbound, 160 pp, $6.95
Subject Area:	Confederation period, constitutional change, convention
Intended Users:	Grades 10-12

This breezy narrative presents the formation of the Constitution in three parts. Part 1, "Years of Crisis," relates the events that pressured the Confederation congress into considering change. The second part, "Days of Decision," covers the convention itself. A discussion of the essence of the Constitution and its changing interpretation is presented in part 3, "Our Living Constitution." Appendices include the Constitution, a bibliography, and a scant index.

Senior high students would enjoy this light treatment as a supplement to their texts.

The uncritical sweetness of this work makes it unattractive for teachers, but very readable for students. Since it is unfootnoted it is not a good source for research, but would serve well as an extra or alternative reading for average-ability students. (RDL)

54. CARTOON GUIDE TO THE CONSTITUTION OF THE UNITED STATES, THE

Author:	Eric Lurio
Publisher:	Barnes and Noble
Publication Date:	1987
Materials and Cost:	Book, softbound, 247 pp, $5.95
Subject Area:	Constitutional change, convention, current issues, origins/foundations
Intended Users:	Grades 10-12

This work uses line drawings in a cartoon style to teach about the formation and interpretation of the Constitution. The cartoons are intermingled with substantial blocks of text, both handwritten and typeset. Supreme Court cases are used to illustrate applications and limitations of the Constitution.

Teachers may find this treatment useful as supplementary reading for some students in high school classes, but potential users should not be misled by the cartoon format. There is substantial detail here. The book is also written at a fairly high conceptual level, requiring the reader to carefully ponder points tossed out in a cartoon with a glib caption.

The author clearly favors a liberal-flexible mode of interpreting the Constitution. That bias is never explicitly stated except through the issues and interpretations highlighted in the often-deprecating cartoons. Many conclusions, presented as uncontested fact, are far more controversial than implied. An example that demonstrates *minimal* acknowledgment of alternative viewpoints occurs on page 163 in a discussion of the Bill of Rights: "Well regulated also means that gun control is an absolute necessity (Sorry, National Rifle Association)." That may be a noble and worthy opinion, but actual experience shows that someway, for some reason, the reality is different. The issue surely deserves a more extensive treatment in the classroom. The text thus works best as a discussion-provoker. (RDL)

55. CELEBRATING THE CONSTITUTION: AN INTERDISCIPLINARY APPROACH

Authors:	Mary Bicouvaris and Betty Swiggett
Publisher:	Hampton (Virginia) City Schools
Publication Date:	1987
Materials and Cost:	Booklet, softbound, 18 pp, $4.00
Subject Area:	Colonial history, convention
Intended Users:	Grades 7-12

Following lists of general ways to celebrate the Constitution in schools, suggestions on setting the tone for Constitutional celebrations, and ideas for a possible lecture series, this booklet lists between 6 and 15 items per subject as broad suggestions for integrating the study of the Constitution into social studies, English, science, math, home economics, art, music, foreign language, and ROTC. A 16-item trivia quiz and publicity for a national bicentennial writing competition conclude the booklet.

Although intended for secondary students, the activities in this booklet are general enough in nature that they are adaptable for most grade levels. Because the intent of the authors is to spark teachers' imaginations rather than to give detailed lesson plans, the booklet provides no information on time requirements, objectives, and teaching procedures needed to implement the ideas. Some of the ideas require little teacher preparation (e.g., having gifted students create a book about the Constitution suitable for first- and second-graders or facilitating a panel discussion on the question "What if the Constitution had been written by women?"). Other activities, such as studying the architectural styles of the 1780s or examining textbooks produced during the 1700s and 1800s, require more preparation time and possible field trips to gather or examine primary source materials.

The ideas in this booklet are excellent and well-conceptualized for the teacher willing to spend the time in lesson development needed to implement these ideas. In most cases, suggestions are general enough that they could be translated to the study of other historical events by changing dates, substituting topics, and making minor changes in names and places. (LH)

56. CELEBRATING OUR CONSTITUTIONAL HERITAGE WITH YOUNG PEOPLE

Author:	Minna S. Novick
Publisher:	American Bar Association/World Book, Inc.

Publication Date: 1987

Materials and Cost: Book, softbound, 21 pp, $2.00

Subject Area: Concepts of government, constitutional change, convention

Intended Users: Grades 7-12

Celebrating Our Constitutional Heritage with Young People is the second of two brief teacher handbooks containing activities and resources useful in helping young people explore their constitutional heritage. Intended for use in communities and schools with young people ages 12-18, the handbook offers ideas for educational activities, suggestions for special events, a brief overview of the constitutional period in U.S. history, and an outline of the Constitution. Additionally, resources that can enhance and extend the activities are listed.

The lessons – "Understanding How the Constitution Works Now," "Using Primary Source Materials in the Classroom," and "Studying the Principles of Government" – vary. Some activities can be done in one class period; a few require more time, such as dividing the class into debating teams in which students make an in-depth study of the issues related to the Virginia Plan and the New Jersey Plan. The lessons have each been selected from exemplary published materials and in most cases are readily adaptable and lend themselves well to extension and embellishment. In most cases, step-by-step procedures, objectives, and worksheets and handouts are provided.

Although the materials are brief, they are of high quality in instructional methodology and content. The handful of lessons contained in each of these handbooks would add an exceptional supplement to the average U.S. government, civics, or history course. (LH)

57. CONSTITUTION, THE

Authors: David P. Currie and Joyce L. Stevos

Publisher: Scott, Foresman and Company

Publication Date: 1985

Materials and Cost: Book, softbound, 128 pp, $4.79; teacher's guide, softbound, 72 pp, $2.49

Subject Area: Amendments, convention, origins/foundations

Intended Users: Grades 7-12

This program provides 16 lessons organized into three chapters: "Background of American Government," which looks at the English legal heritage, colonial law, the Declaration of Independence, the Articles of Confederation, and the constitutional convention; "The United States Constitution," which provides an annotated and illustrated version of the Constitution; and "The Twenty-Six Amendments," which annotates and gives historical background on the amendments. A glossary and list of Chief Justices of the Supreme Court conclude the book.

The teacher's guide suggests that each lesson can be completed in one day, although homework time would likely be needed as well. The guide also indicates that suggested teaching activities can be used to expand the course to a longer study – perhaps as much as a semester. Some of the teaching activities are embodied in the student book. Each lesson ends with four sets of exercises – "Words to Know," "Reviewing the Facts," "Thinking Things Through," and "Using the Library." Similar exercises are included in the quiz at the end of each chapter. The teacher's guide provides the following for each lesson: objectives, suggestions for lesson development, additional teaching suggestions, resource lists, and answers to questions in the study book. Provided at the end of the guide are seven additional lessons from Project '87.

This student book and teacher's guide do provide a wealth of materials on the Constitution for a reasonable price. In addition, the reading level has been carefully controlled to make the program usable with a wider range of students than many of the Constitutional materials. The varied activity suggestions in the teacher's guide will help break up the sameness of the exercises in the student book. (LS)

58. CONSTITUTION, THE: EVOLUTION OF A GOVERNMENT

Publisher:	National Archives and Social Issues Resource Series
Publication Date:	1985
Materials and Cost:	Box containing 105-pp teacher's guide and reproductions of 34 documents, $35.00
Subject Area:	Constitutional change, origins/foundations
Intended Users:	Grades 7-12 with lessons for students with good, average, and limited reading skills

The Constitution: Evolution of a Government is one of eight units put out by the National Archives and SIRS as supplementary teaching units for U.S. history. Others units are *The Civil War*, *The Progressive Years*, *World War I*, *The 1920s*, *The Great Depression*, *World War II*, and *The Truman Years*. This unit contains copies of 34 documents from the Articles of Association of October 20, 1774, to Pope John XXIII's Christmas greetings to President Kennedy of December 31, 1961. The unit is made up of 20 classroom activities that encourage student use of primary documents. The activities are organized into three sections, "The Making of the Constitution," "The Beginning of a Government," and "The Evolution of a Constitutional Issue." The purpose of the materials is to teach students to identify factual evidence; identify points of view; collect, reorder and weight the significance of evidence; and develop defensible inferences, conclusions, and generalizations from factual information by examining a single document. By using several documents, students learn to compare and contrast evidence and to evaluate and interpret evidence drawn from the documents.

The teacher's guide includes the activities, a timeline of the constitutional period, an annotated bibliography for students, and an introduction to the National Archives, with a list of branches throughout the country. The materials are designed to be effective whether a teacher chooses to teach all the lessons or to use one or two activities. The time necessary for each lesson varies from one to four days. Often the materials necessary for an activity include the textbook for the class, so that students may compare the text's coverage of a particular document with the document itself. Activities most often include a detailed reading of the document and discussion aimed at helping students better understand what they read and the impact of the document on society.

Teachers and students will enjoy seeing and using the documents they have, with the exception of a lucky few, only read about. An especially exciting document is George Washington's copy of the Constitution, which is a printed document with the handwritten notes of the convention's president. Primary sources make history come alive for students and these supplementary units should spark interest in students who are bored by traditional textbooks. (MEG)

59. CONSTITUTION, THE: PERSPECTIVES ON CONTEMPORARY AMERICAN DEMOCRACY

Publisher:	CloseUp Foundation
Publication Date:	1986
Materials and Cost:	Book, softbound, 41 pp, $6.00 each (quantity discounts available); teacher's guide, softbound, 41 pp, $6.00 each
Subject Area:	Concepts of government, constitutionalism, current issues
Intended Users:	Grades 9-12

This volume is one chapter of the CloseUp Foundation's *Perspectives* text. It includes articles on why the Constitution has endured by Congressman Don Edwards, an article on states' rights by Mario Cuomo and Congressman Newt Gingrich, an article on civil liberties by the director of the Washington, D.C. chapter of the ACLU, and comments from five prominent Americans (Strom Thurmond, Judy Goldsmith, Phyllis Schlafly, Barbara Jordan, and Tom Lantos) on the Constitution. A case study on expansion of voting rights is also included. Other chapters of the *Perspectives* text also available separately focus on the presidency, Congress, the judiciary, the bureaucracy, interest groups, the media, and the people.

No specific materials are provided to assist the teacher in using this resource. Articles and case studies are easily incorporated into a lecture/discussion class format. Activities, which basically check understanding and mastery, may need to be supplemented by a variety of enrichment projects.

Perspectives is a well-conceived and well-organized resource for teaching contemporary American politics or American government at the high school level. It presents a multidimensional, balanced picture of the American political process and its major actors. Articles have been written specifically with a high school audience in mind and thus are readable and understandable at that level. Effort is made to explain complex or unfamiliar concepts within the context of the article. The annual revision of this text ensures that case studies and information and issues treated in the articles will be familiar and relevant to students. If used as a basic text for a political science or government course, this reviewer recommends that efforts be made to supplement the readings and activities with enhancement activities and projects. Current-events activities could be easily developed on topics covered in the text; charts, graphs, and cartoons included in the readings lend themselves to skill activities. (Adapted from a data sheet by Lynn Parisi/MEG)

60. CONSTITUTION, THE: REFLECTION OF A CHANGING NATION

Author:	Margot C. J. Mable
Publisher:	Henry Holt
Publication Date:	1987
Materials and Cost:	Book, hardbound, 148 pp, $12.95
Subject Area:	Convention, Federalism, origins/foundations
Intended Users:	Grades 10-12

This short, readable, traditional constitutional convention narrative describes the development of the Constitution. Additional sections discuss the development of the judiciary and the contrast between the ideal and the reality of America. The text is footnoted and also contains an annotated bibliography and glossary. The obligatory text of the Constitution and list of delegates to the convention are also included, as is a comprehensive index.

This text is a nice combination of brevity and completeness. The readable style would be especially attractive to average readers, without obscuring the details necessary to capture the controversial aspects of the document.

Mable's footnotes and annotated bibliography reveal some scholarly deficiencies. Most of the cited works are representative of popular or dated interpretations of history. Her repeated citation of Beard is the most obvious example. Still, she avoids the pitfall of over-confidence in her secondary sources. The chapter on the ideal and the reality of American use and abuse of the Constitution provides material for classroom discussions in a compact and to-the-point manner. (RDL)

61. CONSTITUTION OF THE UNITED STATES, THE

Author:	Julia Hargrove
Publisher:	Perfection Form
Publication Date:	1987
Materials and Cost:	Book, softbound, 59 pp, $3.50/$2.95 in quantities of 20 or more; teacher's guide, softbound, 14 pp, free

Subject Area: Amendments, branches of government, convention

Intended Users: Grades 9-12

This brief workbook is designed to help students examine the Constitution and how it works on an everyday basis. The book begins with an introduction and brief description of the constitutional convention. It then presents the text of the Constitution and its 26 amendments. Articles I, II, and III are each the topic of a separate unit; the remaining articles are covered in one unit, as are the Bill of Rights and the remaining 17 amendments.

Each segment of the Constitution is followed by three sets of questions. The first set focuses on information in the text of the Constitution. For example, two questions following Article I are "What determines how many representatives each state has?" and "What does 'veto' mean?" The second set of questions asks students to apply information from the text of the Constitution to problems. For example, an exercise following Article II asks students, "The United States has a treaty with Canada concerning fishing rights off the coast of the two countries. U.S. officials find boats belonging to a U.S. fishing company in violation of the treaty. Does the Supreme Court have original jurisdiction in this case?" The final set of questions requires students to use reference materials. An example from the unit on the Bill of Rights is "What action taken by the British in 1774 led to Amendment 3?" Completing the three sets of questions in each unit would probably require most students two class periods plus research time. The teacher's guide provides an answer key for all the exercises.

Students who complete this workbook would learn a great deal about the Constitution, its application to problems, and its historical roots. However, students are likely to become bored with the program if it is not interspersed with more involving activities. To achieve maximum benefit, teachers should plan to use this material, with a number of other teaching strategies. (LS)

62. CONSTITUTIONAL CONCEPTS FOR FUTURE TEACHERS: A HANDBOOK-DISCUSSION DESIGNED FOR CREDENTIAL STUDENTS IN ELEMENTARY AND SECONDARY CURRICULUM AND INSTRUCTION COURSES

Author: Alvin Wolf and Gordon Stanton

Publisher: California State University Civic Education Enhancement Project

Publication Date: 1987

Materials and Cost: Book, stapled, 44 pp, $3.00

Subject Area: Bill of Rights, constitutionalism, federalism

Intended Users: College students enrolled in teacher certification programs

This publication provides prospective teachers with a quick-review resource on essential concepts of the Constitution. The text opens with an introduction that outlines three basic concepts: separation/sharing of powers, sovereignty of the people, and limits on government. A section is devoted to each topic, with a "check for comprehension" at the end of each concept discussion. An endnote section contains answers to the quizzes and a few pedagogical – but no historical – references. Several suggestions are given for using case study and inquiry approaches to civic education. Also included are ideas for using democratic systems in the classroom.

The guide is written in a dialogue format, with the "student" questioning the "professor" about aspects of the three concepts. Each concept section runs through a very basic exploration of issues and topics centered on the identified concept. An interesting addition to each section is a discussion of the application of each democratic concept to the school setting, both in content terms and in the structure of the class process.

This brief work provides a quick outline of some basic constitutional topics. The brief treatment risks over-simplification and misstatement – as in the often beleaguered and misunderstood "failure" of the Articles of Confederation. The question-answer format, adopted so that the student would "not look upon the material as a drag," is cute. An important aspect of the booklet is the emphasis on infusing constitutional literacy across educational disciplines and at every level of a student's education. Equally important are the suggestions for implementing democratic processes in the classroom. The idea of a very content-specific review unit in the teacher certification program provides an excellent model for other states to follow. (RDL)

63. CONSTITUTIONAL REFORM AND EFFECTIVE GOVERNMENT

Author:	James L. Sundquist
Publisher:	Brookings Institution
Publication Date:	1986
Materials and Cost:	Book, softbound, 272 pp, $9.95
Subject Area:	Amendments, constitutional change, convention
Intended Users:	Grades 12-13, teachers

This work focuses mostly on the Constitution after 1787. After reviewing the origins of the constitutional structure, the author briefly discusses the results of the constitutional convention in 1787. The Constitution creates three problems, concludes Sundquist, for contemporary American society: (1) the electoral system divides control of the legislative and executive branches between the two major parties, producing policy conflict and deadlock; (2) a national election every two years too often preoccupies presidents and legislators; and (3) there is no effective way to reformulate failed policies or replace failed governments.

Constitutional Reform works best as a text for teacher preparation or for first-year college-level courses in government and political science. It assumes too much knowledge of government and history to be an effective text at the secondary level.

While Sundquist tells the reader of the three problems with the Constitution, he does not clearly illustrate the nature and extent of the problems. He provides only cryptic references to foreign policy, as an example of problem 1 and to the Depression and Watergate as an example of problem 3. (JSH)

64. A CONVENTION OF DELEGATES: THE CREATION OF THE CONSTITUTION

Author:	Denis J. Hauptly
Publisher:	Atheneum/Macmillan
Publication Date:	1987
Materials and Cost:	Book, hardbound, 147 pp, $12.95
Subject Area:	Confederation period, convention, ratification
Intended Users:	Grades 8-12

This is basically a history book for secondary students. It focuses on the constitutional convention and its outcome. There are six chapters, including "A Confederation of States," "A Chronicler of Events," "The Virginia Plan," "The New Jersey Plan," "Compromise and Conclusion," and "Ratification." The book contains two appendices, one which lists the names of the convention's delegates, and the other contains the text of the Constitution including all its amendments.

A Convention of Delegates might be used in a U.S. history class as a text if the teacher had a lot of time to cover this particular event in our history. It might serve better as a resource for a student research topic. It belongs, as well, on public library shelves for those citizens beyond school age who want to learn about this aspect of their heritage.

This is a very good history of the convention and the ratification of the U.S. Constitution. It is brief and readable and contains the most recent scholarship. (MC)

65. DECISION IN PHILADELPHIA: THE CONSTITUTIONAL CONVENTION OF 1787

Authors: Christopher Collier and James Lincoln Collier

Publisher: Reader's Digest Press/Random House

Publication Date: 1986

Materials and Cost: Book, hardbound, 348 pp, $19.95

Subject Area: Confederation period, convention

Intended Users: Grades 9-12, teachers

"...No single motivation can adequately explain the behavior of the men at the Convention." With this warning, the authors launch an exploration of the personalities of the Framers, attempting an understanding of "how these men *felt* about such things as power, liberty, nature, truth, God, and life itself." The Colliers explicitly distance themselves from a psychohistorical interpretation of the convention and the Framers but they do feel it necessary to "show who the Founding Fathers were." *Decision in Philadelphia* has four parts: the background of and reasons for the convention; the clash between the interests of small states and large states; North vs. South; and the allotment of power between levels of government. Overall, this is an essentially positive view of American life at the time of the convention, and the authors view the Constitution as a "masterwork...and no mere legal document."

The book is clearly written, well organized, and intended for the general, nonscholarly audience. Secondary school teachers at all levels will find it useful. The authors claim a series of original interpretation of the Framers and of key compromises during the convention. Therefore, pending scholars' judgment of it, an evaluation of the merit of this book for college-level courses awaits.

There are better accounts of the convention (*Miracle at Philadelphia*) and less interesting narratives (*A More Perfect Union*). *Decision at Philadelphia* fits into the middle ground here; it is an acceptable and occasionally engaging account of the creation of the Constitution. (JSH)

66. DRED SCOTT CASE, THE: ITS SIGNIFICANCE IN AMERICAN LAW AND POLITICS

Author: Don E. Fehrenbacher

Publisher: Oxford University Press

Publication Date: 1978

Materials and Cost: Book, hardbound, 753 pp, $39.95

Subject Area: Constitutional change, landmark court cases

Intended Users: Grades 11-12, college

In 1861, the compromises and imperfections that allowed the creation of the Constitution in 1787 came back to haunt Americans. An important event along the path to civil war was Dred Scott's quest for freedom from slavery. His story, the refusal of the Supreme Court to grant Scott and his fellow blacks the rights of citizenship, the place of slavery in American society, and the struggle to fit the territories into the United States are expertly told here be a distinguished historian.

A lengthy text, *The Dred Scott Case* is nevertheless suitable for 11th- and 12th-graders and all college students. At the high school level, it would serve most appropriately as reference material, rather than as a basic text.

No student of the Civil War can understand the background to rebellion without referring to the Dred Scott case. This ruling of the Supreme Court has been justly called the most famous judicial decision – and the best example of judicial failure – in American history. For these reasons, it is also required reading for students of American legal history. This book is really three books in one; each part could stand alone as a significant contribution to our understanding of American history. Of special interest in the constitutional arena is part 1, "Out of the Past," which discusses the "peculiar institution" of slavery and constitutional approval of it during the pre-Civil War era. (JSH)

67. EDUCATION ON THE CONSTITUTION IN SECONDARY SCHOOLS

Authors: John Patrick, Richard Remy, Mary Jane Turner

Publisher: Social Studies Development Center/ERIC Clearinghouse for Social Studies/Social Science Education

Publication Date: 1986

Materials and Cost: Book, softbound, 91 pp, $10.00

Subject Area: Constitutional change, convention, federalism

Intended Users: Grades 7-12

This material "...is intended to stimulate interest and improvement in secondary school education on the Constitution for the bicentennial and beyond." To achieve this goal, four distinct components are presented. First, the authors provide an overview of the current status of education on the Constitution. Tapping a variety of research, they suggest that student knowledge of the Constitution is marginal at best and consists for the most part of a few salient facts without an understanding of the principles supporting our government. The second section offers descriptions of six generic teaching strategies: springboard lessons, concept learning, civic decision-making, case study analysis, discovery learning through case simulation, and inquiry using original sources. The third section provides an overview of bicentennial programs and materials at the national level, and the final section applies each of the generic strategies to a constitutional topic. Among the lesson topics are: federalism, Washington's decision to attend the constitutional convention, Jefferson's decision to purchase Louisiana, Truman's seizure of the steel mills, and *Camara v. Municipal Court of the City and County of San Francisco*—a search and seizure case. The material is designed for infusion into U.S. history or government classes; some lessons might be used in law courses as well.

Each lesson is an exemplary of a different teaching strategy. Time for completing the lessons varies from one day to three or four, depending upon the degree to which the topic is developed. Teaching procedures include giving students scenarios and asking them to determine which are constitutional and which are not, matching statements to examples, reading and discussion, fill-in-the-blank exercises, use of decision trees, case study analysis, small-group work, and analysis of original sources.

The lesson plans are extremely clear and detailed, and the materials provide adequate opportunity to explore the issues they address. However, the readings may stymie students who read below grade level. In addition, although the materials are extremely good at helping students to focus on the concepts each lesson develops, teachers may want to modify some of the lessons to add more interesting and colorful components. Finally, the materials are to be commended for trying to identify contemporary applications of the concepts addressed and for their development of higher levels of cognitive skills. (GDG)

68. EMBATTLED CONSTITUTION, THE: VITAL FRAMEWORK OR CONVENIENT SYMBOL?

Editor: Adolph H. Grundman

Publisher: Robert E. Krieger Publishing

Publication Date: 1986

Materials and Cost: Book, paperbound, 204 pp, $8.50

Subject Area: Constitutional change, current issues

Intended Users: Grades 10-13

Twelve contributors and editor Adolph Grundman combine the perspectives of historians, political scientists, and journalists throughout three sections. The first section quickly discusses the events that led to the formation of the Constitution. The second section surveys some of the many important constitutional and political issues arising during 200 years of constitutional history. The third section assesses the Constitution in the 1980s. *The Embattled Constitution* presents a multitude of conflicting conservative and liberal views, of scholars and popular writers alike.

With many authors, subjects, and opinions, the secondary school teacher could selectively use sections of this book. Therefore, it has great potential applicability at all levels of instruction. Only a few of the essays are too complex for high school students.

The Embattled Constitution is only an exploratory guide to approaching and resolving vital constitutional issues. It does not, Grundman says, focus on "abortion, women's rights, affirmative action, the rights of aliens, comparable worth, academic freedom, and the rights of homosexuals." Nor does it consider the various arguments on either side of these issues. Still, selectively read, this book offers great insight into the Constitution. (JSH)

69. ENDURING CONSTITUTION, THE: A BICENTENNIAL PERSPECTIVE

Author:	Jethro K. Lieberman
Publisher:	West Publishing
Publication Date:	1987
Materials and Cost:	Book, hardbound, 483 pp, $34.00
Subject Area:	Branches of government, constitutional change, constitutionalism
Intended Users:	Grades 10-12, teachers

This large book was written by West's legal expert to commemorate the bicentennial of the Constitution. It contains six parts with a total of 19 chapters. Part 1 examines "The Spirit of the Constitution" by looking at the concept of constitutionalism and at constitutionalism before the Constitution, as well as the process of drafting the U.S. Constitution 200 years ago. Part 2 looks at "The Structure and Control of Government," with an examination of legislative, executive, and judicial power, as well as the issue of federalism and voting rights. Part 3 is "The Quest for Liberty" embodied in the abolition of slavery, the 14th Amendment, and some of the rights in the Bill of Rights. Part 4 takes this quest for equality further by looking at the second reconstruction and the civil rights legislation of the mid-20th century and at affirmative action. Part 5 looks at "Business and the Economy" and part 6 peers into the future in "A Third Century of Constitutionalism."

This student edition appears to be a textbook but does not come with a teacher's guide or student workbook. While the issues raised are all worthy of discussion, the author does not provide any questions at the end of the chapters that might facilitate such discussion. Students might be asked to come up with their own review questions, which could help teachers in designing tests for the material.

This large book is well written and is aesthetically pleasing as well. Short biographical sketches of the men who attended the convention are scattered throughout the text and serve as a reminder of the Constitution's enduring qualities. Photographs, handbills, and artwork enhance almost every page. A teacher's guide would make this excellent resource even better. (MEG)

70. EXCEL IN CIVICS: LESSONS IN CITIZENSHIP

Author:	Steve Jenkins and Susan Spiegel
Publisher:	West Publishing Company
Publication Date:	1985
Materials and Cost:	Text, softbound, 246 pp, $10.95; teacher's guide, softbound, 120 pp, $6.25
Subject Area:	Branches of government, concepts of government, voting rights
Intended Users:	Grades 8-12

The authors' stated purpose is to help students understand that law is the foundation of government and to enrich the basic three "R's" by promoting the study of rights, responsibility, and reasoning. The student text includes 11 chapters. They are "The Law Is...," "Federal Lawmaking," "State and Local Lawmaking," "Conflicts of Power," "Impact of Presidential Decision-Making," "The Regulators," "Impact of Judicial Decision-Making," "The Judicial Process," "The Victim in the Judicial System," "Influencing Government: Lobbying," and "Influencing Government: Voting." These chapters have sections entitled "Your Turn" and "On Your Own" that include activities to enhance the students' knowledge of the reading.

For the teacher's convenience in overall lesson planning, all of the chapter goals and objectives appear together, first in an introductory section and then again at the beginning of each chapter in the teacher's resource guide. Other features intended to assist the teacher include suggestions regarding a variety of instructional techniques and an introduction to the use of legal citations in student lessons and projects. "Your Turn" activities incorporate both guided and individualized instruction, using a variety of teaching techniques, including teacher-guided instruction, structured small-group activity, and role-play exercises. "On Your Own" activities are designed to take students beyond the classroom to resources in their community.

The materials are well organized and well written. The content is characterized by high-interest material and a lively style of writing. The variety of strategies, lesson plans, and active learning experiences allow the teacher to create a flexible and rich program. An important feature of this text is its supplementation of regular student lessons with active strategies such as community-based projects, simulation and role playing, and case-study analysis. (Adapted from a data sheet by Leslie Hendrikson/MEG)

71. FEDERALIST PAPERS, THE

Authors:	Alexander Hamilton, James Madison, John Jay
Publisher:	Mentor Book/New American Library
Publication Date:	1961 (originally published in 1788)
Materials and Cost:	Book, softbound, 495 pp, $3.50
Subject Area:	U.S. History, U.S. Constitution and law
Intended Users:	Grades 10-12, teachers

The Federalist Papers are short essays written by these three Founders and published anonymously in New York City newspapers in 1787 and 1788 to encourage ratification of the Constitution in Hamilton's state, where a battle with opponents to ratification was expected. The essays were collected in two volumes and published in 1788. Copies were rushed off to Virginia by Hamilton to aid in that state's ratification battle as well. There are a total of 85 essays: 51 by Hamilton, 26 by Madison, five by Jay, and three by Hamilton and Madison together.

Teachers may choose particular essays, such as those that attack the Articles of Confederation, or may assign all the papers for students to read to help them better understand issues that were important at the time of the ratification process. Use of these primary documents will supplement U.S. history textbooks, which tend to skip over the conflict between the Federalists and Anti-Federalists over ratification of the Constitution.

This classic book is a wonderful primary source for secondary students of U.S. history. It shows the ideas of one of the Framers who had a vested interest in the ratification of a federal form of government. In an age when the original intent of the Framers is constantly alluded to, often without real knowledge, this book provides students and citizens an opportunity to examine original intent firsthand. (MEG)

72. 55 MEN: THE STORY OF THE CONSTITUTION

Author:	Fred Rodell
Publisher:	Stackpole Books
Publication Date:	1936 (reissued in 1986)
Materials and Cost:	Book, paperbound, 281 pp, $12.95
Subject Area:	Convention
Intended Users:	Grades 7-12, teachers at all levels

This book, reissued for the bicentennial of the Constitution, is a blow-by-blow account of the constitutional convention in the summer of 1787. It looks at the great compromise and the tension surrounding it, as well as the issue of the census and how black slaves were to be counted for purposes of taxation and representation. The author gives a detailed account of the debate surrounding the establishment of three branches of government and the powers each branch was to have. Based on the notes of James Madison, the book was originally published to celebrate the 150th birthday of the Constitution. It includes the Constitution, the 26 amendments, and a list of the 55 men who attended the convention, indicating whether or not each signed the document.

This book was meant for a general audience in 1936 and is useful for teachers as enhancement of their own knowledge of the convention. It is also simply enough written to be used in the classroom as supplementary reading for American history or government courses.

55 Men is an exciting text that most certainly deserved to be reissued. It definitely reflects the period in which it was written and the political position of its author with regard to FDR and his relationship to the Constitution. The book also provides the reader with an inside look at the convention and the conflict and tension that accompanied the development of our Constitution. It is easy reading and yet, because of the fast pace, will engage students even at the upper grades. This book should not be allowed to go out of print again. (MEG)

73. FIRST AMENDMENT, THE: FREE SPEECH AND A FREE PRESS

Author:	Thomas Eveslage
Publisher:	Quill and Scroll Society
Publication Date:	1985
Materials and Cost:	Book, softbound, 75 pp, $4.50
Subject Area:	Bill of Rights, current issues
Intended Users:	Grades 7-12

This book provides a comprehensive treatment of First Amendment issues. Each of the book's 11 chapters includes an overview of the issues and relevant landmark court cases, student readings, worksheets, and suggested activities. The materials follow a logical progression from an examination of the role of free exchange of information in a democratic society, to the role of courts in protecting the right to expression, and limitations to free expression such as national security, libel, copyrights, privacy, and obscenity. Final chapters examine regulations concerning broadcasting and advertising and students' rights in the area of freedom of expression. The author has also included a summary of landmark court cases and a bibliography of related support materials and organizations.

The materials can be used to supplement instruction in law, U.S. history, government, journalism, or current issues courses. The organization of the materials promotes flexible use. Each chapter could require five or more days for detailed development or be compressed into one day that gives a brief overview of major issues. Although the materials rely heavily upon a read-and-discuss format, the worksheets provide a useful way of generating a range of views relative to First Amendment issues. In addition, suggested activities include use of community resource persons, research, field trips, role plays, debates, surveys, essays, case studies, and small-group work.

Successful use of this material requires that teachers have command of a broad range of instructional strategies and are aware of the strengths and pitfalls of each suggested instructional approach. This material provides a comprehensive overview of freedom of expression issues. The case summaries and other bibliographic data are helpful. The logical sequencing of the issues and the flexibility of the material should make this a useful addition to most government, LRE, U.S. history, journalism, or current issues courses. (GDG)

74. FOUNDATIONS OF THE REPUBLIC: SELECT IMPORTANT UNITED STATES DOCUMENTS

Author:	Herman S. Frey
Publisher:	Frey Enterprises
Publication Date:	1984 (rev. ed.)
Materials and Cost:	Book, softbound, 16 pp, $3.00
Subject Area:	Colonial history, constitution, constitutional change
Intended Users:	Grades 7-12

This short publication contains copies of historical documents that have shaped our past, including the Charge to Christopher Columbus from Queen Isabella and King Ferdinand, the Mayflower Compact, the Declaration of Independence, the Articles of Capitulation by Cornwallis to Washington, the Constitution, the Bill of Rights, Lincoln's Gettysburg Address, and General Lee's famous Farewell to the Army of Northern Virginia. Some of the documents, such as the Declaration, the Constitution, and the two Civil War documents, are actually copied onto heavy yellow parchment. The book also lists the presidents and the years of their terms and the year each of the 50 states entered the union. One side of the Great Seal of the United States and a photograph of the Liberty Bell grace the covers of the book.

Teachers can use this book to supplement government and history classes. Students get excited about primary documents; this book contains some of the most important as well as some teachers might not usually cover. The Charge to Columbus will help students celebrate the first holiday of the school year with real knowledge of Columbus's mission nearly 500 years ago. The Declaration of Independence and the Constitution are very readable in this publication even in their original script, so students can read these documents as they were written by the authors.

Teachers will find this booklet most useful as a resource in the classroom when teaching U.S. history. Its heavy parchment pages lend authenticity to the documents. It is attractive and readable—important qualities in the classroom. (MEG)

75. GREAT TRIALS IN AMERICAN HISTORY: CIVIL WAR TO THE PRESENT

Authors:	Lee Arbetman and Richard Roe
Publisher:	West Publishing
Publication Date:	1985

Materials and Cost:	Book, softbound, 209 pp, $10.95; teacher's guide, softbound, 148 pp, $6.25
Subject Area:	Constitutional change, criminal justice system, due process, landmark court cases
Intended Users:	Grades 8-12

The great trials in this book present timeless issues with relevance to the past and the present. There are 15 cases, including the Milligan Case (1866), the trial of Johnson Whittaker (1880), the Scopes trial (1923), the court-martial of General Billy Mitchell (1925), the trials of the Scottsboro Nine (1933), the Korematsu case (1944), the trial of the Rosenbergs (1951), the Brown decision (1954), the Mapp case (1961), the Gideon decision (1963), the Escobedo and Miranda decisions (1964 and 1966), the Gault case (1967), the trial of the Chicago Eight (1968), the court-martial of Lt. William Calley, and the Bakke decision (1978). In addition to providing the historical context and a highly readable and interesting narrative for each case, the authors highlight specific law-related words and processes. Photographs and editorial cartoons heighten the visual appeal of the text and are useful to the content as well.

Each chapter consists of roughly 10 pages of high-interest reading, followed by a series of 7-10 question that require students to perform thinking skills at all levels of Bloom's taxonomy. The first questions require student recall and comprehension of the content, the middle questions involve assembly and analysis of the legal arguments of the case, and the final questions encourage students to assess the impact and further application of the court decisions and to judge the public policy implications of each case. The authors encourage teachers to use, where appropriate, simulations, small-group work, and community resource persons as alternative strategies for presenting the materials. If students have had little exposure to law-related education or if the course into which the text is infused does not otherwise include extensive legal content, the authors suggest that teachers spend several class periods on such topics as the nature of law, reasons for law, and differences between civil and criminal procedures, among others.

Even teachers who have little experience with law-related education should be able to use these materials with confidence. The teacher's guide includes virtually all the background material necessary to understand the legal issues involved and goes well beyond the student text in explaining those issues. The trials and cases contained in *Great Trials* will serve as high-interest vehicles for teaching about the U.S. Constitution, the Bill of Rights, and the changing interpretations of those bodies of law. (Adapted from a data sheet by James Giese/MEG)

76. HISTORY AND CONTENTS OF THE CONSTITUTION OF THE UNITED STATES

Authors:	Ronald E. Pynn, Lloyd B. Omdahl, and Phil A. Harmeson
Publisher:	Bureau of Government Affairs, University of North Dakota
Publication Date:	1986
Materials and Cost:	Book, softbound, 135 pp, $3.55 for 1-10 copies; $2.95 for 11 + copies
Subject Area:	Amendments, constitutional law, confederation period, origins/foundations
Intended Users:	Grades 9-12

This black-and-white text includes three major sections. The first covers the history of the Constitution from the earliest efforts toward unity (circa 1643) to ratification; the approach is event- rather than idea-oriented. The second section details the provisions of the Constitution, while the third focuses on the Bill of Rights and the 14th Amendment. Appended to the text are a glossary, the Constitution itself, a calendar of dates important in the celebration of the bicentennial, the Declaration of Independence, and the Articles of Confederation.

The text suggests no activities and provides no discussion questions. Supplemented with teacher-developed activities, the book provides enough material to serve as the basis for a quarter- or semester-length course.

The text contains fairly detailed information, particularly as to events in the colonies prior to the constitutional convention. It would thus be useful as a classroom reference. However, its format (typescript, few illustrations), high reading level, and lack of instructional activities limit its utility in comparison with other materials currently available on the Constitution. (LS)

77. HOW FREE ARE WE?: WHAT THE CONSTITUTION SAYS WE CAN AND CANNOT DO

Authors: John Sexton and Nat Brandt
Publisher: M. Evans
Publication Date: 1986
Materials and Cost: Books, paperbound, 322 pp, $9.95
Subject Area: Constitutional law and civil rights, federalism
Intended Users: Grades 9-12, adults

The structure of the title indicates the question-and-answer format of this two-part book. Part 1 discusses the formation and structure of the federal system. Part 2 examines the rights and liberties of the people. Appendices include the Constitution, a calendar of commemorative dates, case citations, and a short bibliography.

The question-and-answer format is especially valuable for teachers and high school students. The questions cover many areas that are commonly discussed in government and history classes. The citation appendix provides case names, numbers, and dates that apply to each of the questions posed. These can be used as the basis for research projects.

The arrangement of the book invites random perusal. Just thumbing through and spotting interesting questions can be "a serendipitous journey into the most fascinating political document ever written." Several questions refer to the rights of minors – always a topic of heated discussion in the classroom. The smoothly written text also enhances the usefulness of the book. Teachers will find this a handy reference to toss out to students to clarify issues that arise in discussions. (RDL)

78. HUMANITIES AND THE CONSTITUTION, THE: RESOURCES FOR PUBLIC HUMANITIES PROGRAMS ON THE BICENTENNIAL OF THE U.S. CONSTITUTION

Publisher: National Federation of State Humanities Councils
Publication Date: 1986
Materials and Cost: Book, softbound, 90 pp, $3.50
Subject Area: Bicentennial programs
Intended Users: Schools and organizations planning humanities-based programs on the Constitution

Intended as an extension and supplement to *The Constitution and the Community: A Resource for Planning Humanities-Based Programs on the United States Constitution* (1984), this resource guide begins with a brief chapter on planning state humanities council projects. Next, information about several kinds of resources is presented: programs completed and being planned; organizations and agencies; scholars; and, in the appendices, a chronology of key dates in the history of the Constitution, an introductory bibliography for constitutional history, and a publicity booklet. Different categories are listed for each kind of resource: council-supported programs are listed by type of format; national programs and resources are identified by the sponsoring organization; and state humanities councils, state bicentennial commissions or coordinating agencies, and scholars are listed by state. Whereas there are some annotated references to resource materials in *The Humanities and the Constitution*, most films and print resources are listed and annotated in the older edition, *The Constitution and the Community*.

Although updated listings of print and nonprint resources on the Constitution can be found in other publications, it is unlikely that there is a similar source of information on the projects of humanities-related organizations and programs nationwide. Hence, these resource guides are invaluable to community and educational organizations interested in state-initiated programs and materials on the Constitution. The projects reflect a wide variety of creative and innovative ideas for integrating the humanities into teaching about the bicentennial of the U.S. Constitution. (LH)

79. INSTITUTE FOR POLITICAL AND LEGAL EDUCATION

Publisher:	Institute for Political and Legal Education
Publication Date:	1976-1979 (rev. eds.)
Materials and Cost:	Implementation guide, 3-ring binder, 201 pp. $15.00. Teacher's guides: Voter Education, $10.00; Government and the Democratic Process, $15.00; Law and the Family, $5.00; Individual Rights, $10.00; Juvenile Justice, $10.00 (Supplementary materials include filmstrips, lesson plans, pamphlets, and workbooks)
Subject Area:	Concepts of government, criminal justice system, juvenile justice, voting rights
Intended Users:	Grades 9-12

The IPLE materials are subdivided into three areas of concentration: voter education, government, and law. The *Voter Education* unit provides a broad introduction to the electoral process in the United States. Topics covered include voter registration, issue analysis, canvassing, election strategies, use of the media in campaigns, the function of political parties, and the electoral college. As its title implies, *Government: The Decision Making Process* focuses on the processes by which decisions are made, with state government used as a model. Specific topics covered include the functions of state, county, and local governments; interrelationships between the various structures of government and citizens; the influence of pressure groups and lobbyists on the legislative process; and the legislative process itself. The legal education component of the IPLE program is currently composed of three units: *Individual Rights*, *Juvenile Justice*, and *Law and the Family*. *Individual Rights* covers three broad areas: the foundations of the law, the rights of the accused, and freedom of expression. *Juvenile Justice* covers juvenile and adult court systems and legal procedures, as well as rights and responsibilities of students in school. *Law and the Family* provides an overview of some areas in which the law touches family and personal life.

The IPLE program relies on a wide variety of experiential learning strategies. For example, the *Voter Education* unit involves students in a voter registration drive, an election information/issue analysis center, a simulated election, a candidates' night, analysis of media coverage of campaigns, and a debate. In the government unit, students participate in an internship program in which they experience firsthand the daily routine of government, conduct community research regarding opinions on local issues, role play a lobbyist and a policymaker, participate in several simulations, and conduct a model congress. Activities in the three units on the law are equally varied. Students read and discuss case studies, observe actual legal proceedings, conduct mock trials, talk with representatives of the justice system, and participate in values-clarification activities. The various activities are described in the teacher's guides, which also provide masters for necessary student handouts. The guides provide useful background information on the law for teachers who may not be wholly familiar with this area. The implementation guide provides tips for using many of the teaching strategies, along with information on using community resources, conducting the model congress, evaluation and testing (sample test items are included), and public relations. Outlines for teacher-training sessions and awareness presentations are also provided.

The IPLE program has been extensively field tested and has been validated by the U.S. Office of Education. The five teacher's guides provide a wealth of information on the law and numerous ideas for stimulating instructional strategies. The active student involvement which is stressed makes the program suitable for use with students of widely varying abilities. An up-to-date discussion of currently available materials would be useful. (Adapted from a data sheet by Laurel Singleton/MEG)

80. INTRODUCTION TO LAW

Authors:	Robert Force and Daniel J. Baum
Publisher:	South-Western Publishing
Publication Date:	1982
Materials and Cost:	6 texts, paperbound, 120-179 pp, $4.95 each; 6 teacher's guides, paperbound, 20-26 pp, free
Subject Area:	Civil law, criminal justice, student rights
Intended Users:	Grades 9-12

Introduction to Law focuses on the importance of law, the roots of American law, the organization of the legal system in the United States, how law is made and changed, how law is organized, and how the individual relates to the legal system. Another unit, *Student Rights and Responsibilities*, deals primarily with Constitutional and statutory protections of students in school settings. Among the areas discussed are compulsory education, access to education, religion and speech in schools, and discipline. The units on *Tort Law*, *Family Law*, and *Consumer Law* are organized in a similar fashion. Each provides a general introduction to the area and then presents the specific elements necessary for a general understanding of the subject. The module *Tort Law*, for example, has chapters treating intentional torts, defenses to intentional torts, negligence, strict liability, and insurance and fault. The longest of the units, *Criminal Law*, discusses the history and sources of criminal law, crimes and defenses, the administration of justice, the justice system and the Constitution, arrests and searches, pre-trial procedures, trial and sentence, youths and criminal law, and the victim.

Students can plunge into these materials with little or no direction from the teacher. Each chapter in the student text is preceded by a set of objectives and a brief introductory passage and concluded with a summary statement. Sections within the narrative are fairly brief. Difficult terms are explained or defined in context. Examples and organizing questions appear throughout the narrative to assist students to understand the content. Chapters are followed by worksheets that provide opportunities for students to define legal and general terms, answer factual questions, fill in blanks, do a puzzle or word scramble, or complete an activity such as conduct a poll, prepare a report, or do other independent research. One section of this end-of-chapter material is called "Let's Talk It Over." It is here that teachers become involved with their students. The teacher's guides for the various modules contain rather extensive discussions of the various questions, providing information teachers can use in leading effective discussions. The guides contain, as well, an introductory section to assist the teacher and definitions and answers to the factual end-of-chapter materials. Also included in each is a general achievement test containing true/false, multiple choice, completion, and matching items. The *Introduction to Law* teacher's guide includes additional reading suggestions for each chapter; the *Student Rights and Responsibilities* and *Family Law* guides list readings and cite cases for the entire unit.

This curriculum should be useful for teaching about the legal system of the United States. The content is accurate, factual, and up-to-date. Many of the legal terms and concepts may be unfamiliar to teachers with only general social studies backgrounds. It is, therefore, particularly important for teachers to carefully read all of the introductory information and to try to anticipate the questions students may have. Teachers who admit quite candidly to their students that the study of these materials is going to be a learning experience for them as well as for the students may be the most successful with the curriculum. It would also be useful to contact a practicing attorney who would be willing to answer specific questions over the telephone or come into the classroom and lead a discussion. (Adapted from a data sheet by Mary Jane Turner/MEG)

81. JEFFERSON MEETING ON THE CONSTITUTION, THE: THE CONSTITUTION IN THE CLASSROOM

Publisher: The Jefferson Foundation

Publication Date: 1985

Materials and Cost: Book, softbound, 15 pp, with 8 booklets, softbound, 16 pp, $15.00 for set

Subject Area: Constitutional change, convention

Intended Users: Grades 10-12, college

Intended to accompany eight issue booklets (also compiled and published under the title *Rediscovering the Constitution*; see entry 102), this teacher's guide provides a step-by-step guide to using the Jefferson Meeting to teach about the Constitution. Organized into four parts, part 1 gives information on how to integrate a Jefferson Meeting on the Constitution into course plans. Part 2 designates student roles in the Jefferson Meeting, four basic steps of the Jefferson Meeting, and possible activities. Suggestions for using the Jefferson Meeting in alternative settings are offered in part 3. The guide concludes with a list of audiovisual and print resources.

Although the publishers do not specify the intended grade level of the materials, the teacher's guide appears to be written for teachers of high school as a supplement to coursework on Constitutional history and American government. While no specific guidelines are given concerning time requirements, a broad 10-day framework is suggested. The materials are most effective with students who have developed a knowledge of the Constitution itself, the structure of American government, and the events and circumstances surrounding the Philadelphia convention of 1787. The eight discussion guides accompany the teacher's guide are described by the publishers as a very important part of the program. Each guide discusses a reform proposal by examining relevant sections and provisions of the Constitution, the intentions of the Founders, the "problem" that has led to proposals for change, and the history of these proposals up to the present. The guides provide a balanced discussion of each proposal for change.

Participation in a Jefferson Meeting gives students the opportunity to develop and apply important analytical skills. During the committee meetings and debates students must select, research, and defend a position on a constitutional issue. The materials are strong in their facilitation of process. For example, students identify and clarify issues, ask appropriate and searching questions and evaluate the consequences of alternative positions. On the down side, however, the discussion guides provided as the content for this important process are highly academic; when using them with less than advanced students, teachers will need to select and capitalize on key passages, offer visual assistance and careful explanation of concepts, ensure additional discussion of the issues, and remain cautious about assigning unassisted and unsupplemented readings.

In conclusion, it is this reviewer's opinion, that while the Jefferson Meeting can be used as a valuable means of facilitating fruitful discussion and classroom process, the content of the readings is too advanced for most high school students and should not be used without careful teacher preparation and supplemental case studies and examples. (LH)

82. JUSTICE: DUE PROCESS OF LAW

Author: Isidore Starr

Publisher: West Publishing

Publication Date: 1981

Materials and Cost: Book, softbound, 287 pp, $10.95

Subject Area: Criminal justice, due process, legal processes, student rights

Intended Users: Grades 10-12

Justice: Due Process of Law is organized into four sections subdivided into 22 chapters. The first section is titled "The Courtroom as Theater: The Curtain Rises" and focuses upon the trial process, examination of the setting and such participants as the defendant, prosecutor, defense attorney, judge, witnesses, victim, the public, and the press. This section also describes the trial process and examines plea bargaining. The second section, entitled "The Courtroom as Theater: The Curtain Falls" focuses upon events after a defendant is found guilty. This section presents information about sentencing and punishment, devoting three chapters to capital punishment. The third section considers the concept of due process as it relates to the operation of the juvenile court system. Separate chapters examine due process rights of juveniles, the nature of proof in delinquency proceedings, jury trials in juvenile proceedings, the transfer of juvenile cases to criminal court, and compensation for victims. The final section examines the operation of due process within schools with regard to suspensions, expulsions, corporal punishment, and questions yet to be answered by the court. Appendices contain the transcript of a criminal case, the constitutional amendments cited in the text, a glossary, a bibliography, and a table of cases cited in the text.

The text is designed to be used in a read-and-discuss format. Questions designed to stimulate discussion are interspersed throughout the text. In a section of the text covering the victim's role in criminal court proceedings, for example, students are asked to express their opinions regarding defense strategies in attempting to get victims to "break down" on the witness stand, the balancing of the defendant's due process rights and the victim's injury, and the trend toward compensation of victims. No teacher's guide is available, and thus no supplemental activities suggested.

Justice: Due Process of Law is unique in the field, in that it does not devote attention to the specifics of criminal and civil law, but rather focuses upon the processes used to ensure justice. In so doing, it provides an exceptionally detailed analysis of Supreme Court decisions influencing the evolution of due process. Its treatment of due process within the school is particularly noteworthy. It is unfortunate that no teacher's guide providing background information and supplemental activities is available. Such a guide would strengthen the program considerably, allowing teachers to make the most effective use of the text and alleviating the repetitiveness of a strict read-and-discuss format. Numerous avenues for experiential learning are available, but teachers will have to spend considerable time planning for them if they use this text. (Adapted from a data sheet by G. Dale Greenawald/MEG)

83. LAW IN AMERICAN HISTORY

Authors:	James B. Lengel and Gerald A. Danzer
Publisher:	Scott, Foresman
Publication Date:	1983
Materials and Cost:	Text, softbound, 263 pp, $8.54; teacher's guide, paperbound, 72 pp, $3.72
Subject Area:	Branches of government (judicial), colonial history, due process, federalism
Intended Users:	Grades 8-11

Important legal events from ten major periods of U.S. history have been chosen as the focal points of the ten chapters in *Law in American History*. Chapter 1 examines sources of authority through a study of the origins of the Mayflower Compact. A modern case study related to the burial of chemical wastes in a small Illinois town looks at the body politic as a source of authority in modern society. Chapter 2, "Traditions of Law: The American Revolution," examines how the American system of law developed. Chapter 3 is a study of the U.S. Constitution and chapter 4 focuses on the court system, with a modern case study of Watergate. Chapters 5 and 6 introduce students to the concepts of equality under the law and justice and due process through the study of slavery and the law of the frontier. In chapter 7 the application of law to economic changes in the age of industrialization is presented. This is followed by a study of the role of federal regulation in chapter 8, which uses the historical example of the New Deal and modern issues related to Title IX. In the last two chapters, minorities and the law and international law are presented. The appendix contains a glossary of terms, the texts of the Declaration of Independence and the Constitution, and instructions for conducting a mock trial.

A section following each case study, entitled "What's the Issue?," relates the case to the five organizing concepts. Review questions also follow each case study, ensuring that students understand the major points. A final activity entitled "You Be the Judge" allows students to apply the concepts and skills learned from each case study. Each chapter contains a content summary, a self-check, and suggested activities. These activities can be used by the teacher as homework assignments or to extend and enrich regular teaching procedures. The teacher's guide suggests methods for presenting the various case materials; examples are reading the text, acting out the scene, conducting a mock trial, and discussing the questions. Activities for younger students are suggested in each chapter of the guide; these can be used at lower grade levels or with less-able students. Answers to all questions in the student text are provided in the guide.

As noted in the overview, teachers often need help in integrating ancillary subject matter into regular courses. These materials are an excellent first step in providing that help. The content is closely related to that of most American history texts and a good beginning is made on the integration process. Teaching strategies are not detailed and explicit, so teachers will still be required to do some planning before using these materials. (Adapted from a data sheet by Frances Haley/MEG)

84. LAW AND THE CONSUMER

Authors:	Lee Arbetman, Edward T. McMahon, and Edward L. O'Brien
Publisher:	West Publishing
Publication Date:	1982
Materials and Cost:	Book, softbound, 144 pp, $9.50; teacher's guide, softbound, 99 pp, free with class set of texts
Subject Area:	Practical law
Intended Users:	Grades 9-12

Expanding on the consumer law material in *Street Law*, this book looks at several areas of consumer law with a general focus toward the students' own lives. Topics include "How Laws Protect the Consumer," "How You Can Protect Your Rights as a Consumer," "Deceptive Sales Practices," "Contracts," "Warranties," "Unsafe or Dangerous Products," "Credit," "Default and Collection Practices," "Cars and the Consumer," "Housing and the Consumer," "Renting a Home," "Buying a Home," and "Hiring and Using a Lawyer." A useful, eight-page list of "Organizations to Know" is included at the back of the student text, as is a glossary of important legal terms. The teacher's guide is designed to help teachers answer questions generated from the student text, provide additional information and activities, and suggest community resources and audiovisual materials to supplement the text.

Audiovisual materials, case studies, role playing, using resource people, conducting field trips, values clarification strategies, visual materials, and mock trials. These are the kinds of processes used by the publishers of *Consumer Law* to help students learn how to be better consumers. The teacher's manual includes detailed procedures and strategies for all these teaching methods. Throughout the student text, important words or concepts are bold-faced to draw attention to them. There are also problems or questions throughout the text that encourage students to think about what they read and how it may be relevant to their own lives. The teacher's manual has answers and further discussion questions that correspond to the problems in the student book.

In a society of consumers, it is vital for students to learn about the laws that govern that aspect of their lives. Teenagers are active consumers. Television, radio, and magazine advertising is often aimed at them. This publication does an excellent job of helping them understand the problems associated with the buying and selling of goods and services. It also prepares them for situations they are bound to encounter upon leaving school and their family's homes. Photographs, bold type, and insets help stress important material. Frequent discussion and associated activities help clarify information in the text. The "Organizations to Know" will be useful long after their school years. (MEG)

85. LAW IN U.S. HISTORY

Editor: Melinda R. Smith

Publisher: Social Science Education Consortium

Publication Date: 1983

Materials and Cost: Book, spiralbound, 240 pp, $19.95

Subject Area: Civil rights, colonial history, constitutional change, legal processes

Intended Users: Grades 8-12

Law in U.S. History contains more than 35 activities that provide a means of examining such law-related themes as the dynamics of conflict between the needs of society at large and individual liberties, the influence of social and economic conditions on judicial decision making, and the Constitution as an instrument of governance. The activities are organized into four sections roughly corresponding to the chronological periods covered in most U.S. history courses: colonial period through revolution, growth of a new nation, Civil War through industrialization, and the modern era. The activities are presented in a uniform structure. Each begins with a brief introduction followed by a list of objectives for the activity. A recommended grade level is given (either 8th, 11th, or both), and the time and material needed to complete the activity are suggested. Finally, step-by-step instructions for using the activity are provided. Black-line masters for student handouts follow these instructions.

The activities stress active student involvement in the learning process. Among the strategies used are opinion polls and surveys, simulations, case studies, mock trials, appellate court simulations, the adversary model, and learning stations. For example, the lessons for the colonial period through the Revolutionary War involve students in a learning stations activity regarding religious freedom, a mock trial of the case of Sarah Good, a case study analysis concerning freedom of press, a discussion of letters between John and Abigail Adams regarding the rights of women, a scripted role play regarding colonial opinion immediately before the Revolution, and a simulation of the drafting of the Declaration of Independence.

These lessons can be easily infused into a U.S. history class. The activities help students understand how law has impacted the lives of their ancestors and see how law affects their own lives today. Teachers may use a single lesson or incorporate all the activities into their history curriculum. One of the real pluses about these activities is that they will generate student excitement about history as well as the law. (MEG)

86. LAW ENFORCEMENT - EDUCATION PARTNERSHIP, THE: A MODEL FOR USING LAW ENFORCEMENT OFFICERS IN LAW-RELATED AND CITIZENSHIP EDUCATION CLASSROOMS

Author: Linda Riekes and Calla Smorodin in cooperation with Armentha Russell

Publisher: Phi Alpha Delta Public Service Center

Publication Date: 1987

Materials and Cost: Books, softbound, 64 pp, $6.00

Subject Area: Criminal justice, practical law

Intended Users: Grades 9-12

This is one among many guides that help teachers bring resource persons from the community into the classroom. In this particular guide, the authors give reasons why a partnership between schools and law enforcement is important, suggest ways to forge such a partnership, and provide reasons for training of both teachers and law enforcement officers for such a partnership. The book provides a sample training program including agenda and strategies. It also contains a section on lesson development. One appendix contains sample letters to teachers and law enforcement officers to invite them to a training, recommended training exercises, action plans for training, surveys for participants, and follow-up letters. Other appendices contain sample lessons and strategies for the classroom, agendas from actual workshops, and letters of support from national organizations.

This publication can be used by a law-related education coordinator who wants to set up a law program in his/her region, by a bar association, by school administrators, by law-enforcement agencies and by teachers. Rationale and procedures for setting up a training program are clear and concise. The sample training exercises and lessons have clear objectives and instructions. Strategies such as role plays, simulations, discussion, and classroom visits by police officers are included.

This is an excellent resource for teachers, law enforcement agencies, and the community at large. The guide suggests a rationale for forging a much-needed partnership between schools and police officers and then proceeds to recommend a method for establishing just such a partnership. Phi Alpha Delta also publishes a resource guide for creating lawyer-teacher partnerships, which is just as good. (MEG)

87. LESSONS ON THE CONSTITUTION: SUPPLEMENTS TO HIGH SCHOOL COURSES IN AMERICAN HISTORY, GOVERNMENT, AND CIVICS

Author:	John J. Patrick and Richard C. Remy
Publisher:	Social Science Education Consortium and Project '87
Publication Date:	1985
Materials and Cost:	Book, spiralbound, 310 pp, $19.50
Subject Area:	Amendments, concepts of government, constitutional change, landmark court cases, origins/foundation
Intended Users:	Grades 9-12

The lessons in this guide are designed "to remedy textbook deficiencies, enrich current textbook treatments of key subject areas, and enliven the curriculum with ideas and information that should be interesting and meaningful to students in history, civics, and government courses." The book's first chapter includes "Documents of Freedom" – the Constitution, its amendments, amendments proposed but not ratified, and selected Federalist Papers. The remaining chapters provide lessons on the following topics: "Origins and Purposes of the Constitution," "Principles of Government in the Constitution," "Amending and Interpreting the Constitution," and "Landmark Cases of the Supreme Court."

The book includes 60 flexible lessons, each consisting of an overview for teachers, connections to textbook content, objectives, teaching strategies, suggested supplementary readings, worksheets, and instructions. Each self-contained lesson may be completed in one class period. The lessons use a variety of instructional strategies, including case study analysis, use of decision trees, interpreting timelines, written exercises, the fishbowl discussion technique, various forms of small-group work, and research.

The large number of activities provided in this book give teachers many options from which to choose. In addition, the topics covered are those that the authors discovered were inadequately treated in textbooks; thus, the lessons meet a specific need of secondary teachers. Furthermore, the clear and concise background information coordinated with varied activities promote the development of critical thinking skills and student involvement. (LS)

88. LESSONS ON THE FEDERALIST PAPERS: SUPPLEMENTS TO HIGH SCHOOL COURSES IN AMERICAN HISTORY, GOVERNMENT, AND CIVICS

Authors:	John J. Patrick and Clair W. Keller
Publishers:	Social Studies Development Center, ERIC Clearinghouse for Social Studies/Social Science Education, and Organization of American Historians
Publication Date:	1987
Materials and Cost:	Book, softbound, 97 pp, $10.00
Subject Area:	The Federalist, ratification
Intended Users:	Grades 9-12

The authors of this teacher resource justify teaching about *The Federalist Papers* to high school students by reference to "their importance in the American civic heritage, their enduring relevance to contemporary citizenship and government, their fit with standard educational goals, and their neglect in secondary school courses and textbooks." The volume contains ten lessons looking at such concepts as limited government, the rule of law, republicanism, checks and balances, judicial review, rights of individuals, and national security. An appendix contains the text of ten papers selected from *The Federalist.*

Each lesson involves students in defining core ideas to "establish a context" for examining excerpts from *The Federalist*. Every excerpt is followed by questions that help students use ideas from the essay. For each lesson, the following aids are provided for teachers: "Preview of Main Points," "Curriculum Connection," "Objectives," "Suggestions for Teaching the Lesson," and blackline masters for the student reading and questions. Reading, discussion, and writing are the instructional strategies employed in the lessons.

This publication does indeed fill a gap found in virtually all history and government texts. The difficulty of the lessons may indicate why that gap exists: *The Federalist Papers* and the ideas they embody may not be explainable at a high school level. Only teachers with able, verbal students will be likely to find these lessons readily usable in the high school classroom. (LS)

89. LIFE: SPECIAL ISSUE ON THE CONSTITUTION

Project Editor:	Mary Youatt Steinbauer
Publisher:	Time, Inc.
Publication Date:	Fall 1987
Materials and Cost:	Magazine, softbound, 136 pp, $2.95
Subject Area:	Constitutional change, convention
Intended Users:	Grades 7-12, teachers

The aim of the *Life* team who set out to produce this special edition was "to give the complete story of the Constitution, told simply and chronologically, from its beginnings to the developments of this summer." The first set of materials violates this principle for effect, however, as it provides five two-page spreads of photographs depicting tumultuous times in our nation's history—the Civil War, the fight for suffrage, the firing of Douglas MacArthur, the civil rights movement, and the abortion controversy.

Following this series of photographs, the magazine begins its chronological coverage. The first piece looks at the defeat of Cornwallis at Yorktown. Further articles cover the Articles of Confederation and the convention and proceed through the civil rights movement to how the constitution affects people's lives today.

The actual text related to the Constitution itself provides little that is either particularly insightful or new. However, such features as thumbnail sketches and portraits of the delegates to the convention, a look at fashions and fads in 1787, clippings from newspapers of the day, and a step-by-step description of how a case progresses through the Supreme Court provide motivating teaching tools for secondary teachers. The many beautifully reproduced illustrations alone make the volume worth having. (LS)

90. MACHINE THAT WOULD GO OF ITSELF, A: THE CONSTITUTION IN AMERICAN CULTURE

Author:	Michael Kammen
Publisher:	Knopf
Publication Date:	1986
Materials and Cost:	Book, hardbound, 556 pp, $29.95
Subject Area:	Constitutional change, constitutionalism, concepts of government, role of law in society
Intended Users:	Teachers

Few analytical works have attempted to examine the impact of the Constitution on American culture, states Michael Kammen. This book is a study in "popular constitutionalism," which he defines as "the perceptions and misperceptions, uses and abuses, knowledge and ignorance of ordinary citizens." The book includes 13 chapters organized into four parts. Three appendices, "A Note on the Sources," "A Supplementary Note on Iconography," and "A Constitution for the New Deal," by H.L. Mencken provide interesting additions to the main work. A center section of 27 illustrations is also included. Extensive annotated footnotes and a comprehensive index complete the volume.

Teachers interested in social history will appreciate the attempt to link the Constitution with daily life in America. The book also provides background on earlier observations of constitutional anniversaries. The reading level itself is not difficult, although the complexity of the style would make it a difficult book for high school students.

In his investigation, Kammen sought to answer five questions: Why should the subject of constitutionalism be perplexing or confusing? How have Americans felt about the Constitution? What have Americans known and not known? What have been the consequences of the curious blend of reverence and ignorance of the Constitution? Is cultural constitutionalism in the United States distinctive, or does it have parallels elsewhere? Kammen's answers are developed from more popular level sources than have traditionally been used for constitutional scholarship. He was more interested in *Reader's Digest* and *The Saturday Evening Post* presentations of constitutional discussions than the legalistic prose of law professionals. While the book is well researched and quite readable, this reviewers feels that Kammen may have reached "down" only to a middle level of American society in his search for the impact of the Constitution on American culture. A deeper, more popular level – less accessible to traditional research – is yet untapped. The various discussions of the limited successes and dramatic failures of anniversary observations make sobering reading for those involved in similar preparations today. (RDL)

91. MAKING OF AMERICA, THE: THE SUBSTANCE AND MEANING OF THE CONSTITUTION

Author:	W. Cleon Skousen
Publisher:	The National Center for Constitutional Studies
Publication Date:	1985
Materials and Cost:	Book, hardbound, 888 pp, $24.95; workbook, softbound 138 pp, $4.95
Subject Area:	Amendments, branches of government, origins/foundation

Intended Users: Grades 7-12

This large text is divided into six parts with 31 chapters. The six parts are "The Making of the Constitution," "Article I - The Legislative Branch," "Article II - The Executive Branch," "Article III - The Judicial Branch," "Articles IV Through VII - Other Provisions," and "Amendments to the Constitution." A bibliography, the texts of the Declaration of Independence and the U.S. Constitution, a constitutional index, and a subject index are included.

A workbook accompanies the text and has fill-in-the-blank questions for each chapter in the text. There are no questions or activities in the text to correspond with the material in the text.

Skousen seeks to fill a void in America's education of its children, who evidently have fallen prey to apologists who ignore America's greatness. To do this, Skousen takes whole sections from the books of historians of another day who agree with his archaic world view. For example, Skousen quotes Fred Albert Shannon's *Economic History of the People of the United States* from 1934 in stating "As to the intimacy of relations between the owners and their chattels, not only did Negro 'mammies' suckle the children of their masters, but it was no disgrace for the [white] mistress to act as wet nurse for a suddenly orphaned pickaninny" (p.734.) In discussing the 13th Amendment, Skousen comments that "It is interesting that in the history of the United States not all the slaves have been black. In the early settlements in America many of the colonies had white slaves or persons who had been sold into peonage" (p. 720). Were there any white slaves at the time of the Revolution, or when the Constitution was written, or, more importantly for Skousen's subject, at the time of the 13th Amendment? Skousen sees illegal aliens as a threat to our national security. He mentions that some of the "several million" illegal aliens in this country have been here so long that some people want to let them stay. "However, it is recognized that a massive wave of illegal aliens banded together with hostile or violent attitudes toward the United States could be a serious threat to the internal security of the country" (p. 414). This book warrants no more room in our publication, nor does it merit buying. (MEG)

92. MAKING THE CONSTITUTION

Author: Thomas Ladenburg

Publisher: Social Science Education Consortium

Publication Date: 1988

Materials and Cost: Book, softbound, price not yet set

Subject Area: Convention

Intended Users: Grades 10-12

Making the Constitution is a unit designed to help students understand the process by which the Constitution was written and the importance of the resulting compromises. The unit is divided into four parts. In the first, students get background information about the Founders, state constitutions, political philosophies, and problems under the confederation. In the second and longest part, students participate in a simulation of the convention itself. The third section of the unit covers the decision made at the convention; an annotated Constitution is analyzed. The unit ends with interpretations of the Founders' motives from five different historical schools of thought.

The primary teaching activity in the unit is the simulation of the convention, for which students prepare and present arguments. They also read, participate in discussions, and prepare a comprehensive paper on the motives of the Founders.

This unit provides a structure for a simulation of the convention that is supported by the background information students need to participate. In addition, the unit carries the learning past the simulation to a thorough debriefing of the results of the convention and analysis of why those were the results that emerged. The unit helps students think through important issues of government from a fresh perspective. For teachers willing to devote the necessary time to this endeavor – at least three weeks – the unit is certainly worthwhile. (LS)

93. MIRACLE AT PHILADELPHIA: THE STORY OF THE CONSTITUTIONAL CONVENTION, MAY TO SEPTEMBER, 1787

Author:	Catherine Drinker Bowen
Publisher:	Atlantic Monthly Press/Little, Brown
Publication Date:	1966 (reissued 1986)
Materials and Cost:	Book, paperbound, 366 pp, $8.95. A recorded version of the book is available from Decorum Press (Box 1425, West Chester, PA 19380) for those who are unable to read the book
Subject Area:	Biographies, convention
Intended Users:	Grades 10-12, teachers

This book provides a detailed retelling of the constitutional convention, along with a descriptive tour through Philadelphia and late 18th-century America. Bowen focuses on the Founding Fathers – their lives, personalities, and contributions to the convention. She quotes often (but not overwhelmingly) from the convention record. "I greatly desire that my readers may see the Convention delegates" as they craft a constitution, Bowen says. She succeeds admirably.

Miracle at Philadelphia is suitable for all secondary students and their teachers. Indeed, it should be at the top of all reading lists on the Constitution, for it provides an engaging and effective introduction to the story of the document.

Bowen's text occasionally bogs down with too-detailed description of the physical and personal nature of the Framers. Three middle chapters on American life during the convention era are misplaced and disrupt the flow of the narrative. For the general audience, however, there is no better re-creation of the making of our Constitution. (JSH)

94. MORE PERFECT UNION, A

Author:	William Peters
Publisher:	Crown
Publication Date:	1987
Materials and Cost:	Book, hardbound, 294 pp, $22.50
Subject Area:	Convention
Intended Users:	Grades 9-12

While preparing this re-creation of the constitutional convention, William Peters concluded that the convention was a promising story unfortunately drowned "in a sea of interpretation and explication." Instead of searching for a more engrossing narrative, Peters says, he decided to write the book he wanted to read. *A More Perfect Union* tells the story of the convention through a consistent focus upon the debates. Each of the 18 chapters discusses from two days to a month of the summer of 1787.

This book is directed toward the general audience and is appropriate for all grade levels. Peters supplies short but useful introductory and concluding chapters that set the stage before and after the convention. *A More Perfect Union* is a fine starting point for further exploration of the history of the Constitution.

The author has admittedly modified the written record of the convention in order to utilize modern and more familiar words and phrases. He includes portraits of most of the convention delegates, a nice touch that is conspicuously lacking in many convention narratives. (JSH)

95. NEW NATION, THE: A HISTORY OF THE UNITED STATES DURING THE CONFEDERATION, 1781-1789

Author:	Merrill Jensen
Publisher:	Northeastern University Press
Publication Date:	1950 (reissued in 1981)
Materials and Cost:	Book, softbound, 466 pp, $9.95
Subject Area:	Confederation period
Intended Users:	Teachers

The author "treads lightly in the constitutional arena" and so *The New Nation* ends before the movement for a constitutional convention begins. The text is divided into five parts: the winning of independence, the fruits of independence, the Confederation economy, conflict between the states, and the achievements of the Confederation. Jensen's view of the Confederation era is positive and revisionist (as of the original publication date of 1950); he rejects the long-popular view that the era was one of "chaos and patriots to the rescue."

The New Nation is appropriate for upper-level college courses, teacher preparation, and teacher background reading.

A better understanding of the Confederation era adds to our understanding of the Constitution. Jensen's detailed and scholarly treatment does both. (JSH)

96. NEW RIGHT V. THE CONSTITUTION, THE

Author:	Stephen Macedo
Publisher:	The Cato Institute
Publication Date:	1986
Materials and Cost:	Book, softbound, 76 pp, $7.95
Subject Area:	Constitutional law, current issues
Intended Users:	Grades 11-13

This short monograph discusses and refutes four main arguments about constitutional interpretation that are advanced by the "New Right." For example, Macedo disagrees with the argument that majoritarianism is, and should be, the key to resolving disputes among the people. His position is instead that all people have natural rights, that the Constitution does not allow pure, unfettered democracy. Other arguments under discussion are the intent of the Framers, the place of philosophy and morality in politics, and minority rights.

Because of its length, *The New Right v. The Constitution* is perfectly suited for upper level secondary classes. It is perhaps too short for college-level courses or for teacher preparation, although the information provided will be useful to teachers seeking information on the topic.

The text is interesting and readable despite the sometimes complex nature of the arguments. The author assumes some knowledge of constitutional theory. With the assumption of the inevitable end of the reign of the "New Right," the book may someday be dated. However, Macedo's strategy is to focus upon the arguments of one "New Right" theorist, Judge Robert Bork. With Bork's recent rejection by the Senate, the book may retain a curiosity value longer than it otherwise would. (JSH)

97. NEWSWEEK SOCIAL STUDIES PROGRAM

Publisher: Newsweek, Inc.

Publication Date: 1986-87

Materials and Cost: Varying formats, available free with order of 15 subscriptions to *Newsweek*

Subject Area: Branches of government (judicial), current issues

Intended Users: Grades 9-12

As part of the support materials for its education program, *Newsweek* has developed a series of materials that address constitutional topics. Sample materials include: *The Supreme Court*, *Reading the Constitution*, *The Constitution Today*, *The Role of Information in a Free Society*, *Religion and Politics in America*, and *Participation in Government: The Politics of Citizenship*. Each set of materials seeks to provide students with a conceptual understanding of the topic area. All materials are organized in a similar manner, with general program objectives, followed by an introduction, unit overviews, and objectives and activities for each lesson. Student materials are designed for duplication and include graphs, charts, maps, or other visuals followed by student readings.

Although each set of materials relies heavily upon read-and-discuss instructional methods, other techniques are also included. For example, students may be asked to engage in research, individual and small-group seatwork, analysis of cartoons, writing, case study analysis, debate, role plays, and mock courts. Each packet of activities is designed to be used in sequence, but teachers can use selected lessons in isolation effectively. Each set of materials can fill one to three weeks of class time.

These materials are unusual in their effort to help students connect what they are learning to real world events. Weekly issues of *Newsweek* can be used to illustrate some of the concepts developed in the materials. In addition, most of the materials actively cultivate higher level thinking skills and are exemplary in their use of visuals to develop basic data acquisition and analysis skills. (GDG)

98. NOVUS ORDO SECLORUM - THE INTELLECTUAL ORIGINS OF THE CONSTITUTION

Author: Forrest McDonald

Publisher: University Press of Kansas

Publication Date: 1985

Materials and Cost: Book, softbound, 359 pp, $9.95

Subject Area: Convention, origins/foundation

Intended Users: Adults, college students

As Forrest McDonald has found much of the work on the ideology of the Constitution "ultimately unsatisfying," he has attempted in this book to fill those perceived gaps. He succeeded in making a "reasonably comprehensive survey of the complex body of thought (including history and law and political economy) that went into the framing of the Constitution." The book contains eight chapters, two appendices – "The Constitution" and "Delegates to the Convention" – an extensive bibliography and an index.

Teachers of government, law, philosophy, or history will find this important background reading for its coverage of European intellectual history as well as its treatment of the drafting of the Constitution. The bibliography, with its 235 primary and 161 secondary sources, is a valuable teacher's tool in itself. Each chapter deals with a specific aspect of the Constitution's development rendering each separately useful as a resource for term papers.

The extent of McDonald's research is impressive. The book averages two annotated footnotes a page, in part "so that the reader can see for himself just what a rich store of materials the founders bequeathed to us." Throughout the book the author offers insight into the 18th-century meaning of critical words (rights, liberty, and property, for example) and repeatedly puts the reader into the context of the time for greater understanding. For a scholarly volume dealing with intellectual history, this book is remarkably readable. (MG)

99. PERSONAL LAW

Authors: Norbert J. Mietus and Bill W. West

Publisher: Science Research Associates

Publication Date: 1981 (2nd. ed.)

Materials and Cost: Text, hardbound, 546 pp, $24.95; teacher's guide, paperbound, 94 pp, $8.95

Subject Area: Branches of government (judicial), civil justice, due process, legal processes

Intended Users: Grade 12, adults

Personal Law covers a wide range of topics related to the social and business lives of Americans. There are 15 chapters entitled "You and Your Money," "You, the Law and the Courts," "You as Victim or Accused of a Crime," "You as Minor," "You and Administrative Law," "You as Consumer," "You as Insured," "You as Family Member," "You as Renter," "You as Homeowner," "You as Saver and Investor," "You as Owner or Driver of a Motor Vehicle," "You as Employee, or Employer in Your Own Business," and "You as Estate Planner." Each of the chapters uses examples from state and federal cases to illustrate and describe the legal principles and the rights and responsibilities of individuals in these areas of life. The authors caution that they focus on "the generally accepted position" in most cases and that local and state variations will be found. The authors also warn that some of the actual and hypothetical cases deal with controversial topics, which some people may consider offensive.

Personal Law is a standard textbook with "questions and problems" at the end of each chapter and a teacher's guide containing answers to those questions and problems and chapter tests that can be used to test student knowledge. Individual reading and class discussions are, therefore, assumed to be the main teaching procedures used. There are no suggestions for additional activities. The narrative presentation at the end of chapter exercises, however, do focus on understanding and application of principles, rather than on mere memorization of facts. The questions and problems include specific cases for which students are asked to render a decision using the principles learned in the chapter. These exercises also include some value questions for discussion.

This publication contains a wealth of practical information concerning legal principles related to most aspects of people's social and business lives. The narrative and the exercises used in the text focus on understanding and applying basic legal principles, not just memorizing facts and cases. The reading level, conceptual difficulty, and lack of classroom activities, however, make the text more appropriate for use with college students than with all but the most able high school students. The inclusion of topics that many communities might deem unacceptable for high school age children could make adoption and use of this as a basic text controversial in many schools. Perhaps the most useful application of *Personal Law* at this level would be as a teacher resource and reference book for courses on government and the law. Individual teachers could select and use cases and readings related to topics that most closely fit their curricula, the interests of their students, and the views of their communities. (Adapted from a data sheet by Douglas P. Superka/MEG)

100. QUARRELS THAT HAVE SHAPED THE CONSTITUTION

Editor: John A. Garraty

Publisher: Harper and Row

Publication Date: 1987 (revised and expanded edition; first published in 1962)

Materials and Cost: Book, hardbound, 286 pp, $22.95

Subject Area: Constitutional change, federalism, landmark court cases

Intended Users: Grade 9-12

Twenty historians offer short and extremely engaging accounts of landmark Supreme Court decisions on the Constitution. The editor opens each chapter with a concise overview of the legal controversy. The author then explains how and why the particular case possessed constitutional importance and concludes with a discussion of the importance of the Court's ruling. The court cases involve, among other issues, federal vs. state authority, regulation of interstate commerce, property rights, regulation of labor, freedom of the press, and school desegregation. The text is arranged in chronological order, from *Marbury vs. Madison* in 1803 (judicial review) to *Roe vs. Wade* in 1973 (abortion rights).

This book is suitable for nearly all secondary school students. The text is simply written and clearly understandable. This is not a scholarly work; the chapter titles (e.g. "The Case of the Copperhead Conspirator") hint at the intended audience. The book works well as supplemental reading on the Constitution.

Quarrels is a revised and expanded version of the 1962 edition. This edition includes a new essay on the Dred Scott Case and four new chapters on contemporary Supreme Court rulings. This book successfully brings complex constitutional law down to the lay person's level. It is superbly edited, although there is some inevitable unevenness due to the wide range of authors and subject matter. (JSH)

101. REASONING WITH DEMOCRATIC VALUES: ETHICAL PROBLEMS IN UNITED STATES HISTORY

Authors: Alan L. Lockwood and David E. Harris

Publisher: Teachers College Press

Publication Date: 1985

Materials and Cost: Student text (2 volumes), softbound: vol. 1, 206 pp, $8.95; vol. 2, 319 pp, $11.95; teacher's guide, softbound, 167 pp, $11.95

Subject Area: Biographies, civil rights, role of law in society

Intended Users: Grades 9-12

These two volumes contain 49 episodes of two to five pages each, presented in chronological order. Volume 1 includes 21 episodes that take place from 1607-1876. Volume 2 covers 29 episodes taking place from 1877 to the present. Some of the examined episodes are the Salem witch trials, Shays' Rebellion, the Lowell Mill strikes, Thomas Jefferson's views on slavery, the Fugitive Slave Law, the Hawaiian Revolution, racism, the Bonus Army, Japanese relocation, the My Lai massacre, and the Bakke case. According to the authors, the episodes are designed "to embody conflict over eight democratic values in their historical context: authority, equality, liberty, life, loyalty, promise-keeping, property, and truth." A four-section sequence of activities intended to help students better understand history, review the episode, analyze social issues, and reason analytically follows each of the episodes. In addition to providing answers for each episode, the teacher's guide presents introductory information on the rationale and goals of the materials, content and organization, questions and answers about the intent of the curriculum, information on how to teach the episodes, and suggestions for grading and evaluation.

The program is designed to be presented primarily through reading, discussing, and answering questions. Teachers select and then assign to students an episode that will reinforce whatever theme students are studying in U.S. history. A 12-page section in the teacher's guide, "Teaching the Episodes," describes how to select episodes, determine the length and format of the lesson, and conduct discussions of ethical issues. A grading and evaluation section presents suggestions for grading and testing students and evaluating the success of the program.

The episodes should stimulate reflection, speculation, and discussion. They will help students see the connections between values and what has happened in the past. The materials provide excellent help for integrating ancillary subject matter into a regular history course. The teacher should not have to spend much time planning how to use this resource, since the teacher's guide provides detailed and explicit information about teaching the episodes as well as handling value issues. (Adapted from a data sheet by Sydney J. Meredith/MEG)

102. REDISCOVERING THE CONSTITUTION: A READER FOR JEFFERSON MEETING DEBATES

Authors:	Alice O'Connor, Mary L. Henze, and W. Richard Merriman, Jr.
Publisher:	Congressional Quarterly
Publication Date:	1987
Materials and Cost:	Book, softbound, 221 pp, $9.95 (recommended to be used with teacher's guide, *The Jefferson Meeting on the Constitution*; see entry 81)
Subject Area:	Constitutional change, convention
Intended Users:	Grades 10-12

This publication, which contains the text of the Jefferson Foundation's discussion guide series and accompanying teacher's guide for *The Jefferson Meeting on the Constitution* (see entry 81) offers the above materials in a single publication offered by a new publisher under a new title. It is useful to treat these materials separately, primarily so that educators are aware that the two titles in actuality represent one set of materials.

In this volume, the text of the eight discussion guides are published as separate chapters: (1) "To Make and to Alter Their Constitutions of Government: Article V and Amendment by Convention," (2) "The Plain Simple Business of Election: Presidential Election and the Republican Principle," (3) "So Great a Power to Any Single Person: The Presidential Term and Executive Power," (4) "The Root of Republican Government: Terms of Office in the Legislative Branch," (5) "During Good Behavior: Judicial Independence and Accountability," (6) "To Control the Abuses of Government: The Veto and the Separation of Powers," (7) "To Collect the Wisest Sentiments: Representative Government and Direct Democracy," and (8) "The Mischiefs of Faction: Campaigns, Money, and the Public Good." At the end of the book are two brief guides to organize a Jefferson Meeting. The first guide discusses how to organize a community Jefferson Meeting for adults. The second addresses ways of organizing classroom jefferson Meetings for students in high schools and colleges. The text concludes with the text of the U.S. Constitution as amended.

The Jefferson Meeting on the Constitution opens with discussion in "issue committees," each of which examines a particular proposal for changing the Constitution. After some discussion, members of each issue committee divide into "pro" and "con" groups, with the pro group favoring a proposed change and the con group opposing it. These groups work to prepare a series of brief speeches that will set out the key arguments supporting their point of view. During the plenary session, all the participants from the various issues committees come together for debate and discussion. Each issue is called to the floor in turn. The floor is then opened to comments and questions. No motions or parliamentary maneuvers are used. No vote is taken at the end of the debate. The object of the discussion is not to win but to learn.

While it is this reviewer's opinion that the reading level of the text itself is probably too advanced for most secondary students, the content is well-suited as a base from which to develop high interaction among college students and politically-minded community groups. The questions raised are thought-provoking and analytical in nature. The use of the Jefferson Meeting as a teaching tool not only serves to highlight the content of the U.S. Constitution, but is also highly illustrative of the process whereby the Constitution continues to evolve. (LH)

103. RELIGIOUS FREEDOM IN AMERICA: A TEACHER'S GUIDE

Author: Charles C. Haynes

Publisher: Americans United Research Foundation

Publication Date: 1986

Materials and Cost: Book, softbound, 108 pp, $2.00

Subject Area: Bill of Rights, current issues

Intended Users: Teachers

Based on the author's philosophy that the nation's schools should be free of government-sponsored activities but should teach about religion and religious liberty in the context of history, English, government, and the academic disciplines, this publication provides teachers with a variety of source materials for integrating the story of religious liberty into the curriculum.

The book begins with two background essays, "The American Tradition of Religious Freedom: An Historical Analysis" (Robert T. Handy) and "Teetering on the Wall of Separation" (Isidore Starr). Next are annotated lists of classroom materials for teaching "From Salem to the Bill of Rights," "Minority Faiths and Majority Rule," and "Church, State, and the Courts." Appendices include addresses and phone numbers for publishers and distributors, suggestions for field trip sites, and organizations to contact.

The background essays in this booklet provide materials for teacher reading that is both rich in content and brief enough for teachers to spend additional time pondering possible classroom discussions and activities that might evolve from some of the suggested resources. Robert Handy's historical analysis of the American tradition of religious freedom is both objective and informative. Isidore Starr deals with the varying interpretations of the First Amendment, presenting legal examples of dilemmas and cases in which this interpretation has been less than clear-cut. Each example could be embellished upon by encouraging fruitful discussion and debate among students. Among the resources listed, several are from sources teachers may not have considered. Given the limited treatment of religious freedom in traditional teaching materials, it is this reviewer's opinion that this book would be an asset to any social studies teacher's professional library (LH)

104. SHAPING AMERICAN DEMOCRACY: U.S. SUPREME COURT DECISIONS

Developers: Citizenship/Law-Related Programs for the Schools of Maryland, Inc., and Youth and Citizenship Program of the New York State Bar Association

Publisher: New York State Bar Association

Publication Date: 1985

Materials and Cost: Book, paperbound, 89 pp, $8.95

Subject Area: Constitutional change, constitutional law and civil rights, landmark court cases

Intended Users: Grades 7-12

This resource booklet briefly (one paragraph per case) examines a number of Supreme Court cases that dealt with the issues of capital punishment, civil rights/discrimination, freedom of assembly, freedom of the press, freedom of religion, freedom of speech, rights of the accused, separation of powers, search and seizure/privacy, and voting rights. After the case synopsis, the specific constitutional issue to be addressed is articulated, and the decision is presented and explained. Six activities are included in the book, as are the text of the U.S. Constitution, the Bill of Rights, the other sixteen amendments, and a glossary of legal terms used in the cases.

This supplementary resource can be used by teachers of American history, American government, Constitutional law, or civics. The booklet was developed to facilitate the use of the case study method and is built on the premise that simple memorization of important case names will not build a students knowledge base. The cases range from *Chisolm v. Georgia* in 1793 to *New York v. Quarles* in 1984 and so can be introduced repeatedly throughout the course of a curriculum. The activities may serve to introduce or culminate a particular unit of study. Some can be done in a class period, others require research time for students. The activities are designed to help students develop or strengthen their critical thinking skills, research abilities, debate and argument skills, and materials analysis skills.

The brief synopses of Supreme Court decisions are well written, providing issues and ideas for discussion by students. The clear and concise presentation of the cases allows a nice break from the textbook. The activities are designed to generate maximum student participation in the learning process. *Shaping American Democracy* could also be used as a resource for students and teachers researching important constitutional issues. (MEG)

105. SIGNERS OF THE CONSTITUTION, THE

Authors:	Robert G. Ferris and James H. Charleton
Publisher:	Interpretive Publications
Publication Date:	1986
Materials and Cost:	Book, paperbound, 280 pp, $8.95
Subject Area:	Biographies, convention, ratification
Intended Users:	Grades 9-10

Two National Park Service historians provide one- to three-page biographies and portraits of the signers of the Constitution. Despite its title, over half of this book discusses the historical background to the Constitution, the convention, the ratification process, the addition of the Bill of Rights, and the amending process. Due to its average size, *The Signers of the Constitution* can say little that is new about these topics. However, an appendix, "The Constitution and its History," is a fascinating story of the actual document and its protection from the abuses of man and nature. Here we read of a scholar in 1883 finding the parchment "folded, in a small tin box, in the bottom of a closet" in a Washington building.

The Signers of the Constitution is recommended, the publishers says, "for high school and college students, as well as history buffs of all ages." For ninth- and tenth-graders, this is suitable reading; for others, the book best serves as a reference guide.

Despite its vow to tell the story of the Constitution and of the men who created it, *The Signers of the Constitution* focuses only upon the men who actually affixed their signatures to the document. It therefore ignores such important non-signers as George Mason, Elbridge Gerry, and Edmund Randolph. Separate biographical sketches of these and 12 other delegates who did not sign would improve this work. (JSH)

106. SOCIAL EDUCATION: THE U.S. CONSTITUTION AND AMERICAN VALUES

Guest Editor:	John J. Patrick
Publisher:	National Council for the Social Studies
Publication Date:	September 1987
Materials and Cost:	Magazine, softbound, 76 pp, $7.00
Subject Area:	Biography, origins/foundations
Intended Users:	Teachers

The goal of this special section of *Social Education* is to "challenge social studies educators to renew and enhance a commitment to teaching about the Constitution as an essential part of education for citizenship in a free society." To that end, it presents articles focusing on civic values and principles of free government. Free government, as defined by the guest editor, "is popular government limited by law to protect the life, liberty, and property of individuals."

Richard Remy looks at the treatment of the Constitution by educators during different periods of history. He concludes that "The Constitution has a secure place in the curriculum of elementary and secondary schools," but has "often suffered from routine treatment and neglect." William J. Bennett writes about James Madison as an exemplar of the civic virtues that underlie the republican form of government. Dick Merriman discusses teaching about political theory and history in the teaching of the Constitution. An annotated listing of resources for "Teaching about the Constitution" concludes the special section.

The articles in this special section are thought-provoking. Although they do not provide specific teaching suggestions, teachers who have purchased materials for use in the bicentennial celebration and been disappointed in the results may find that reading these articles will help them redirect future teaching about the Constitution. (LS)

107. SPEAKING AND WRITING THE TRUTH: COMMUNITY FORUMS ON THE FIRST AMENDMENT

Author:	Robert S. Peck and Mary Manemann
Publisher:	American Bar Association
Publication Date:	1985
Materials and Cost:	Book, softbound, 174 pp, $4.95 plus $1.00 postage and handling
Subject Area:	Bill of Rights
Intended Users:	Grades 9-12

Students portray judges, plaintiffs, outraged citizens, city council members, and others as they enact these scenarios on freedom of speech and press. Used as a source for mock trial materials and technical assistance, this guide provides detailed suggestions on getting started and six fictional scripts on First Amendment topics. The scripts allow audiences to consider such issues as libel, pornography, freedom of assembly ("Nazis March on Libertyville"), the selection and removal of school library books, the relationship between national security and free expression, and confidentiality of news sources. Each script is followed by a legal memorandum, a mini-course on relevant case law, and the history behind the issue. *Speaking and Writing the Truth* also traces the evolution of freedom of expression through the story of the trial of John Peter Zenger, a colonial printer who was charged and acquitted of seditious libel in 1735. In addition, the volume recounts the events which led to the writing of the First Amendment.

The six forums, which take the form of complete scripts for mock trials, city council meetings, and legislative and appellate hearings are recommended as an excellent means for incorporating active learning methodologies into U.S. government, law-related education, and social studies courses. (LH)

108. STREET LAW: A COURSE IN PRACTICAL LAW

Authors:	Lee Arbetman, Edward McMahon, and Edward O'Brien
Publisher:	West Publishing
Publication Date:	1986 (3rd ed.)
Materials and Cost:	Book, hardbound, 444 pp, $18.36/softbound, $12.76; teacher's guide, softbound, 301 pp, free with text

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Subject Area:	Bill of Rights, civil law, criminal justice
Intended Users:	Grades 7-12

Street Law is organized into six chapters that cover such topics as an introduction to law and legal topics, criminal justice, consumer law, family law, housing law, and individual rights and liberties. Problem-solving activities and case studies are used extensively in presenting the program's content and in helping students relate to the materials presented. Using both actual and hypothetical situations, the case studies familiarize students with a wide range of legal problems. Tables, maps, charts, and numerous photographs complement the narrative. The appendices identify organizations whose activities and publications would be helpful for the student or teacher of law-related education. Also included is an extensive glossary.

The teacher's manual opens with a very useful section outlining teaching methods suggested throughout the text. Such methods include use of audiovisual materials, case studies, role playing, community resources, visual aids, and mock trials. Corresponding chapters in the teacher and student materials allow for answering questions raised for and by students and identifying special out-of-class projects for students, as well as mock trials based on one of the legal issues raised in each chapter and a bibliography of supplementary materials and resources. To achieve greatest success, the teacher should involve the community in the program through field trips and use of classroom speakers, as suggested throughout the text.

The text provides extremely high-interest materials. The reading selections are short and are followed by stimulating activities that excite and motivate the learner. The vocabulary of the law is presented in a very understandable way. The text places the learner in the center of the learning process; much of the text can be related to the learner's real life needs. Adaptable to various course-length requirements, the text could be used to infuse issues of the law into established social studies classes or could be used in implementing independent law classes of any duration. Well-suited to use by community resource, *Street Law* can act as an organizer for police, lawyers, and judges in the classroom and provide materials for many role playing and mock trial situations. The text has the additional feature of being tested over the past ten years and having been utilized in model law-related education classes. Some of the activities are, however, too complex for an introductory course in the law for average high school learners. (Adapted from data sheets by Kenneth A. Switzer and Lou Price/MEG)

109. STREET LAW MOCK TRIAL MANUAL

Editor:	Patricia McGuire
Publisher:	National Institute for Citizen Education in the Law (available from Social Studies School Service)
Publication Date:	1984
Materials and Cost:	Book, paperbound, 36 pp, $10.95
Subject Area:	Civil law, criminal justice, legal processes, practical law
Intended Users:	Grades 9-12, teachers, lawyers, law students

This booklet contains both teacher's and student's guides to mock trials. The teacher's section examines planning for a mock trial by addressing issues of time, student involvement, preparation of materials, legal assistance, judging, classroom arrangement, selection and instruction of a clerk, and preparation of observers. Also included are seven lesson plans with clear objectives, time commitments and activities to prepare students for the mock trial. The student materials are on perforated sheets that can be removed and duplicated. Included are the trial process, steps in a trial, and simplified rules of evidence. Three mock trials can be purchased with the manual for an additional $10.00.

The mock trial is an exciting tool for teaching about our justice system. While it most obviously fits in a law curriculum, it might also enhance a literature, U.S. history, or civics course. Teachers are encouraged to bring resource people (lawyers, judges, and law students) into their classrooms and to take their students into courtrooms. The material helps students understand the procedures because they get to practice what they learn.

This manual is an excellent introduction to mock trials. It addresses the very basic preparations teachers must make to bring resource people into their classrooms to coach students in courtroom and trial procedure. Its lesson plans are understandable and adhere to their clear-cut objectives. Students are encouraged to put into practice the information they have learned, which prepared them for experiences they will very likely have outside the classroom and beyond their school years. Mock trials promote active learning and good citizenship. This booklet by the National Institute for Citizenship Education in the Law brings the process into the light. (MEG)

110. STUDENTS, TEACHERS, LAWYERS WORKING TOGETHER: WE THE PEOPLE

Authors: Carolyn Pereira and others
Publisher: Constitutional Rights Foundation
Publication Date: 1987
Materials and Cost: Book, spiralbound, 95 pp, $10.00
Subject Area: Bill of Rights, branches of government (judicial), current issues
Intended Users: Grade 8

This new publication is aimed at helping eighth-grade students understand the law and government and to regenerate their interest in society and support for American values. To this end, the book contains a summary of recent law-related education evaluation findings, a checklist for a classroom visit by resource persons (checklist for teachers), guidelines for resource experts, including "Hints for Working with Students," "Ways to Participate in the Classroom," and "Ways to Involve Students on Field Trips." The publication also includes "Suggestions for Handling Controversy," suggestions for effective use of small groups, and 15 lessons. Lessons include "Class Poll on Constitutional Rights," "Mindwalk Through the School Day," "Bill of Rights Cases," "Handgun Control," "Just the Facts: Judicial Branch and the Law," "Human Fact Activity," "The People v. Ward," "The Stretching Constitution," "Human Book on Civil Law," and "Rights at the Schoolhouse Gate: The Tinker Case."

The activities in this book have clearly set objectives and procedures. They are meant to be infused in social studies classes. The lessons use a variety of strategies for implementing law-related education. Small group discussions, role plays, mock trials, simulations, conducting and participating in surveys, and debates are some of the activities used in the lessons. Some of the activities specifically call for a visit from a resource person, such as a lawyer, a judge, or a police officer, and are designed to make the best use of their skills and time.

This is a most useful publication. The lessons are well written and thoughtful. The procedures are spelled out clearly and completely. Needed materials are described and handouts can be copied from the book itself. The numerous extension activities enhance the 15 lessons in the book and make it a most useful resource for teachers. (MEG)

111. STUDY GUIDE FOR THE NEBRASKA CELEBRATION OF THE BICENTENNIAL OF THE CONSTITUTION OF THE UNITED STATES

Editors: John Braeman and Kathryn Bellman
Publisher: Nebraska Committee for the Humanities
Publication Date: 1986
Materials and Cost: Book, spiralbound, 726 pp, $30.00
Subject Area: Constitutionalism, current issues, federalism, origins/foundations
Intended Users: Grades 11-12, adults

A wide variety of speeches, court decisions, resolutions, and scholarly papers constitute this collection of materials. The eight sections present historical and topical treatments of the development and interpretation of the Constitution. Also included are numerous reprints from the journal *This Constitution: A Bicentennial Chronicle*. Most important among these reprints is the article "This Constitution: Thirteen Crucial Questions," by Burns and Morris. Original contributions by scholars, discussion questions, and suggestions for additional readings fill each section.

Teachers will find this to be a valuable source for student and background readings that might otherwise be difficult to locate. The questions provided at the end of each section are a good basis for seminar discussions.

The primary value of this work is that so many items have been collected into one volume. The printing quality is such that reproduction for classroom use would probably be unsatisfactory. Thus, the guide would find best use as a departmental reference source. The papers by guest scholars appear to be very current and perhaps were original presentations by the scholars to the Committee for the Humanities. Note that this book is currently out of stock, but that many of the articles will be appearing in future issues of *The Nebraska Humanist*, an annual publication; contact the publisher for more information. (RDL)

112. STUDY GUIDE FOR THE UNITED STATES CONSTITUTION

Author:	Frances L. Hagemann
Publisher:	McDougal, Littell
Publication Date:	1987
Materials and Cost:	Workbook, softbound, 58 pp, $4.47; teacher's manual, softbound, 12 pp, $2.98
Subject Area:	Constitution, Bill of Rights, constitutional change
Intended Users:	Grades 8-10

Intended to help high school students understand the Constitution and the structure of America's government, this four-week unit provides a thorough examination of each article and amendment, plus an interpretation of significant Supreme Court cases. The materials synthesize and complement material taught in traditional U.S. government and civics textbooks.

The 12-page teacher's manual accompanying the booklet provides teachers with a time allotment chart and several charts outlining objectives for each topic. Teaching strategies, suggestions for relating each section to the present, and three multiple-choice tests are also included.

While the booklet presents a highly condensed, accurate, and straight-forward unit on the Constitution, its amendments, and major court cases, there is little opportunity for classroom process, examination of controversy, and exploring the social atmosphere and personalities behind the creation of the Constitution. It is this reviewer's opinion that these materials are best-suited to teachers interested in presenting a synthesized review of already-learned materials on the Constitution or for those preparing for standardized testing in this subject. Strong points are the many attractive diagrams and charts and the student review worksheets, which provide more opportunity for student input and higher level application than other sections. In conclusion, these materials are comprehensive, well-organized, and attractive, yet perhaps would serve better as a reference tool for teachers and students than as a source of classroom process. (LH)

113. SUPREME COURT AND THE SECOND BILL OF RIGHTS, THE: THE 14TH AMENDMENT AND THE NATIONALIZATION OF CIVIL LIBERTIES

Author:	Richard C. Cortner
Publisher:	The University of Wisconsin Press
Publication Date:	1981

Materials and Cost: Book, hardbound, 480 pp, $35.00

Subject Area: Amendments, civil rights, landmark court cases

Intended Users: Teachers

We take it for granted today that the Bill of Rights restricts the actions of all governments, federal and state. Not so long ago, however, the states argued, and the Supreme Court agreed, that the Bill of Rights applied only to the federal government. With the post-Civil War amendments to the Constitution, the nationalization of the Bill of Rights began. Richard Cortner's book provides a comprehensive and insightful overview of this century-long process. He divides the history into four parts: 1873-1908, when the first tentative and sometimes unsuccessful attempts at nationalization took place; 1925-1947, when a number of significant free speech cases arose for Supreme Court decision; 1947-1961, when criminal procedure cases flourished; and 1961-1969, when "selective incorporation" of the Bill of Rights ruled.

The Supreme Court and the Second Bill of Rights is a scholarly work of political science, suitable only for the most advanced secondary students. As a college level text, Cortner's work should be useful in both introductory political science classes and in constitutional law classes. Teachers should find the text a source of much useful historical information.

When the Constitution meets up with, as Cortner says, "the legal problems of murderers, thieves, bookies, communists, Jehovah's Witnesses, university professors [and] narcotics addicts," the results can make for a good read. With the exception of a small typeface that makes for extremely crowded text, *The Supreme Court and the Second Bill of Rights* is a superior publication providing entertaining and informative constitutional history. (JSH)

114. TEACHING ABOUT THE CONSTITUTION (NCSS BULLETIN NO. 80)

Editors: Clair W. Keller and Denny L. Schillings

Publisher: National Council for the Social Studies

Publication Date: 1987

Materials and Cost: Book, softbound, 122 pp, $8.80 for members; $10.95 for nonmembers

Subject Area: Constitutional change, landmark court cases

Intended Users: Grades 7-12

The editors of this volume had four goals in mind when they conceived of the work: to provide "scholarly perspectives on the changing nature of the Constitution," to give teachers classroom-ready materials, to avoid repeating materials available in other sources, and to include a bibliography directed toward classroom teachers and students. To meet these goals, they have provided four brief scholarly essays on "The Origins of American Constitutionalism," "Writing and Ratifying the Constitution," "Interpreting and Amending the Constitution" (19th century), and "Developing the Constitution as We Know It" (20th century).

The five activities associated with the first two essays involve students in writing their own Constitution, distinguishing between Federalist and Anti-Federalist ideas, examining what the Constitution says and doesn't say about slavery and women, and using a mnemonic device to memorize the structure of the document. The remaining eight activities focus on constitutional change in the 19th and 20th centuries. Landmark court cases, such as *Marbury*, *McCulloch*, *Brown*, and *United States v. Nixon* are studied, as is the amending process. Instructional strategies include completing puzzles, case study analysis, and classroom dramas. An annotated bibliography concludes the book.

The most valuable portions of this document are the activities on constitutional change, an area in which teaching materials are still not in overabundance. Given the vast array of new and reissued scholarly material on the Constitution currently available, the very brief essays provided in this volume seem wasted space that might better have been devoted to additional instructional material. (LS)

115. TEACHING TODAY'S CONSTITUTION: A CONTEMPORARY APPROACH

Author:	Margaret E. Fisher
Publisher:	Social Studies School Service
Publication Date:	1987 (3rd ed.)
Materials and Cost:	Book, softbound, 114 pp, $17.95
Subject Area:	Constitutional change, current issues, origins/foundations
Intended Users:	Grades 7-12

This teacher resource book, originally published in 1983, provides ten lessons designed to promote student knowledge of and interest in the Constitution, its philosophical underpinnings, its application to contemporary issues, and how it can be changed. Topics of the lessons are power, checks and balances, federal/state relations, and individual rights.

Each lesson requires one or two 50-minute class periods to complete. Instructional strategies include discussion, lecture, completion of worksheets (black-line masters are provided), Constitutional analysis (a reproducible copy of the Constitution is also provided), small-group work, case study analysis, and a mock trial. The directions to the teacher are very detailed, with background information provided.

These lessons clearly touch upon only a few of the issues dealt with in the Constitution. They do illustrate in a lively way how constitutional principles are embodied in contemporary issues and could therefore be an interest-stimulating supplement to a more comprehensive program. Teachers should be aware that such potentially controversial issues as nuclear power and abortion are examined. (LS)

116. TEENS, CRIME, AND THE COMMUNITY

Authors:	Edward T. McMahon and others
Publishers:	National Institute for Citizen Education in the Law and National Crime Prevention Council
Publication Date:	1986
Materials and Cost:	Book, softbound, 140 pp, $6.95
Subject Area:	Criminal law and the criminal justice system
Intended Users:	Grades 7-10

The publishers of this book point out that while it is widely known that teenagers commit many crimes, few people realize that teenagers are also the victims of a disproportionate number of crimes. The two organizations therefore "joined forces...to tell secondary school students about ways they can make themselves, their families, their friends, and their communities safer." To that end, *Teens, Crime, and the Community* includes 13 lessons on such topics as "Victims of Crime," "Violent Crime," "Drugs and Alcohol," "Shoplifting," and the "Juvenile Justice System."

The lessons are organized to facilitate student use. Each opens with a list of objectives and a section called "Use Your Experience," which asks students about their own knowledge of the lesson topics. The text is divided into short segments, with "Your Turn" review and application sections appearing every two to three pages. The final lesson involves students in designing crime prevention programs, which are then extended to community projects. A teacher's guide is currently in preparation.

By focusing on young people, this program clearly speaks to the interests of young adolescents, who will likely react positively to it. Many communities should also find that the program meets a need, although the lesson on "Acquaintance Rape," while handled very well, may raise controversy in some areas. The lessons require only two weeks complete (the community projects require additional time), which seem a reasonable amount of time to devote to this topic. The book is currently being revised for publication by West Publishing Company in 1988. (LS)

117. THIS CONSTITUTION: A BICENTENNIAL CHRONICLE

Editor: Sheilah Mann

Publisher: Project '87

Publication Date: Quarterly

Materials and Cost: Magazine, 54 pages each issue, $15.00 annually

Subject Area: Concepts of government, constitutional law

Intended Users: Teachers

This magazine is designed to provide educators and others with a deeper understanding of the Constitution, its historical roots, and its changes over time. Topics covered in the issues are varied. The Summer 1987 issue focused on the constitutional convention, presenting eight articles on various aspects of the convention, along with a copy of the Constitution, a syllabus of readings for a series of seven discussion seminars on the historical process that led to the creation of the Constitution, and a directory of bicentennial organizations. Another recent issue contained articles on the political economy of the Constitution, the art of the Constitutional Sesequicentennial, the right to bear arms, *Brown v. Board of Education*, Presidential appointments to the Supreme Court, and the Northwest Ordinance.

A regular feature of the magazine is "For the Classroom," which provides lessons or units of study. For example, a recent issue included an elementary unit introducing students to the crafts and games of the 18th century and then focusing attention on the story of the Constitution. Students conclude the unit by writing their own constitutions.

This magazine is no less valuable because the features related directly to classroom practice are limited. The magazine provides a wealth of background information that should help teachers feel more capable of dealing with constitutional issues in their classrooms. Some articles might be adapted for use with students, and many of the unusual historical illustrations would be appropriate for student use. (LS)

118. TIME: WE THE PEOPLE COLLECTOR'S EDITION

Senior Editor: Jose M. Ferrer III

Publisher: Time, Inc.

Publication Date: July 6, 1987

Materials and Cost: Magazine, softbound, 98 pp, $1.95

Subject Area: Bicentennial programs, branches of government, civil rights, current issues

Intended Users: Grades 9-12, teachers

Although this special issue of *Time* does look at the constitutional convention and, briefly, the document itself, its focus is how the Constitution is "reinvented" every year. The goal was to "portray the charter not as a dry historical relic but as a vital part of American life."

Articles in the issue are organized into the following sections: "Executive and Legislative" (limits on presidential power, constitutional conflict over the power to make war); "Judiciary" (excerpts from the writings of the Supreme Court Justices, including Justice Powell, whose resignation was covered elsewhere in the issue, court cases on constitutional rights); "Commerce" (regulation of industry); "The Amending Process" (citizen and policy makers' views on changes needed in the Constitution); "The Anniversary" (the convention, the celebration, Philadelphia cuisine); "The Great

Freedoms" (press, religion); "Science and Arts" (architectural styles in the young Republic, books on the convention, the metric system, videotaping); "Privacy" (abortion, AIDS, computer data banks); "Equality" (education, Native Americans, sex equity); and "International Impact" (constitutions modeled on ours, the British Constitution, Soviet Constitution).

The coverage in this volume is broad, so it makes a good starting point for students doing research on constitutional topics. In addition, some features, such as the opinions of various people on the strengths and weaknesses of the Constitution, would make good activity-starters in the classroom. (LS)

119. UNDERSTANDING THE LAW

Author:	Betty Gertz
Publisher:	McDougal, Littell
Publication Date:	1983
Materials:	Book, hardbound, 412 pp, $14.97; teacher's guide, paperbound, 72 pp, $5.15
Subject Area:	Branches of government, civil law, criminal justice system, role of law in society
Intended Users:	Grades 9-12

Understanding the Law is presented in four major sections. The first section, "The Need for Law," includes three chapters that cover reason as the basis of behavioral expectations, the need for laws, and the evolution of the legal system in the United States. "The System of Laws," a six-chapter section, examines such topics as the balance of power among the branches of government, the lawmaking process, administration of the law, enforcement of the law, the functions of the courts, and the purposes and problems of the correctional system. As its title implies, the section on "Civil Law" presents an overview of the civil justice system. Specific topics covered in its seven chapters are consumer law, family law, contracts, torts, and business law. The final section of the text covers "Criminal Law." Categories of crimes covered are crimes against persons, crimes against property, consumer fraud, and traffic violations. The rights of the accused, the rights of victims, and juvenile justice are also examined. A case study illustrating how the subject justice system works concludes each of the last two sections of the test. The text concludes with a chapter designed to give students "a perspective for dealing with future trends and developments within the legal system."

Each section of the text opens with a brief overview of the section content. The chapters within the sections are presented in a standard format: narrative interspersed with anecdotes from the author's legal career and a few black-and-white photographs. Throughout the text, the marginal annotation "Action File" appears frequently. This annotation is usually placed next to a description of a hypothetical case or an actual case from the author's experience, but no suggestions for using these cases in instruction are given. Each chapter ends with a list of from 10 to 15 review questions. These questions generally focus upon factual content and require students to exercise recall. Eleven chapters also include minicases, which are hypothetical cases asking students to apply the content of the chapter. These exercises, which require more sophisticated thinking processes than do the review questions, are illustrated with cartoons that may aid students with reading problems. The instructor's manual accompanying the text provides a content outline for each chapter, along with objectives, answers to the review questions, and comments on the minicases. No suggestions for instructional activities other than reading and discussion are given. The instructor's manual also includes a 25-item, multiple-choice test for each section of the text. Factual recall is again stressed.

This text focuses on transmission of factual knowledge about the law and legal processes and does indeed contain a great deal of factual information. Thus, teachers who take a content-based approach to legal education will probably find this book to their liking. The text's major drawbacks in this analyst's view are its lack of attention to developing skills which may be necessary in dealing with the law and its failure to suggest that teachers use community resources or community-based learning experiences to link the text's content with "real life." Thus, teachers who wish to develop activity-based courses that develop skills and attitudes as well as knowledge will be required to spend a great deal of time in planning and preparation for use of this text. (Adapted from a data sheet by G. Dale Greenawald/MEG)

120. U.S. CONSTITUTION BICENTENNIAL, THE: A WE THE PEOPLE RESOURCE BOOK

Author:	Robert P. Doyle and Susan A. Burke
Publishers:	American Bar Association/American Library Association
Publication Date:	1987
Materials and Cost:	Booklet, softbound, 47 pp, $8.50 (includes three 17" x 22" full-color posters); posters available separately, $2.50-$4.95 (plus $1.00 postage)
Subject Area:	Bicentennial programs
Intended Users:	State and local organizers of commemorative events, teachers

Intended to complement "We the People," a national bicentennial project organized by the American Bar Association through its Commission on Public Understanding about the Law, this guide describes a number of Constitutional bicentennial resources and activities. Described are more than 50 commemorative and educational activities for adults and children: tips on "Getting organized"; a sample news release, public service spots, and publicity pointers; camera-ready artwork; listings of relevant dates and quotes; an annotated bibliography of Constitution-related books, plays, and audiovisual materials; and a Constitution quiz. The three posters are (1) "The U.S. Constitution. Learn It. Live It," (2) "The U.S. Constitution. Read It. Read about It. Keep It Alive," and (3) "The Real Fireworks are in the Document Itself."

Although parts of this guide are apt to be quickly outdated, the publication is most useful in planning activities and locating materials for the remainder of this commemorative year. Many ideas, however, can later be adapted to other law-related themes and programs such as articles outlining steps in organizing programs and suggestions for promoting public awareness. The posters, camera-ready artwork, "Quotes on the Constitution," and the "Constitutional Chronology" lend themselves well to classroom use.

What seems to be most widely usable, however, is the annotated listing of books, audiovisual materials, and law-related plays. The annotations, which include publication dates, publishers, available components, order numbers, intended grade level, and publisher addresses and phone numbers, make ordering easy. Because the publication was produced in part by the American Library Association, many of the print materials are apt to be found in public libraries, especially in states such as Colorado where special funding was obtained statewide to develop "Constitutional Bookshelves."

121. U.S. CONSTITUTION FOR EVERYONE, THE

Author:	Mort Gerberg
Publisher:	Putnam
Publication Date:	1987
Materials and Cost:	Book, softbound, 64 pp, $4.95
Subject Area:	Constitution
Intended Users:	Grades 7-9

This book provides a nonscholarly discussion of the meaning of important words and phrases in the Constitution. It begins with a very brief discussion of the constitutional convention. The bulk of the text is explanation and trivia about the Constitution. On the left page, the author circles text from the document and then draws lines to very short interpretations on the right page. The author also includes many cartoons, which teachers may find useful in interesting students in the topic.

This book is definitely a very preliminary source on the Constitution. It is a simple book, more appropriate for entertainment than teaching. At times, the circle-and-line process is hard to follow. The text bogs down too often in trivia and minutae. (JSH)

122. VITAL ISSUES OF THE CONSTITUTION (Trailmarks of Liberty Series)

Editors:	Robert H. Ratcliffe and others
Publisher:	Houghton Mifflin
Publication Date:	1975
Materials and Cost:	Book, softbound, 150 pp, $9.42; teacher's guide, softbound, 64 pp, $2.97
Subject Area:	Bill of Rights, landmark court cases, student rights
Intended Users:	Grades 9-16

This classic law-related curriculum resource enhances the study of U.S. history by examining, in depth, the major Supreme Court decisions of the past 200 years. The cases fit under topic headings such as "Freedom of Belief" (e.g., *Reynolds v. United States*, 1879 anti-polygamy law; *School District of Abington v. Schempp*, 1963, school prayers) "Freedom of Expression" (*Scales v. United States*, 1961, anti-Communist law; *Tinker v. Des Moines School District*, 1969, anti-war protest), "Separation of Powers" (*Marbury v. Madison*, 1803, judicial review; and *Holtzman v. Schlesinger*, 1973, bombing of Cambodia), "Slavery, Citizenship, and the Vote" (*Ex parte Marryman*, 1861, the citizen and the military; *Korematsu v. United States*, 1944, detention of Japanese Americans), "Equal Opportunity" (*Plessy v. Ferguson*, 1896, "separate but equal"; *Frontiero v. Richardson*, 1973, women's rights), and "Rights of the Accused" (*Norris v. Alabama*, 1935, exclusion of blacks from juries; and *In re Gault*, 1967, juvenile rights). A total of 40 cases are covered, ranging from The Case of Mary Dyer (1659-pre Supreme Court) to *Miller v. California* (1973). The book also includes mock trial procedures, a sample case, a glossary of terms, and a bibliography for student research.

The events surrounding the Supreme Court cases are examined, and the evolution of each case is presented, along with explanations of our legal heritage and our court system. Questions follow the narrative of events, and students are encouraged to discuss the facts before the case reaches even its first court. Then as the students follow the cases, they are encouraged to discuss the court experience, as well as the final decision by the Supreme Court. Each chapter ends with a series of projects to help students follow up on what they have learned. Projects include mock trials of Supreme Court cases, research papers, role plays outside the courtroom, oral history collection, playwriting, artwork, debates, courtroom observation, and looking for law in literature (such as George Orwell's *1984*). The instructor's guide contains an audiovisual guide of movies, filmstrips, transparencies, and recordings that can be used in connection with the *Vital Issues* material.

Vital Issues of the Constitution is well deserving of the label "classic." The in-depth narrative of historical cases and the examination of the historical context of these cases are clear and understandable. Providing students an opportunity to personally reflect on the cases is a powerful learning tool. The material is dated and needs revision, however. Many important and interesting cases that reflect the social upheaval of the 1960s and 1970s and the swing of the pendulum to the right in the 1980s have been heard by the Supreme Court. Those cases need the same kind of analysis provided by the editors of *Vital Issues*. (MEG)

123. WE HOLD THESE TRUTHS: UNDERSTANDING THE IDEAS AND IDEALS OF THE CONSTITUTION

Author:	Mortimer J. Adler
Publisher:	Macmillan

Publication Date:	1987
Materials and Cost:	Books, hardbound, 278 pp, $16.95
Subject Area:	Bill of Rights, constitutional change, federalism, origins/foundations
Intended Users:	Grades 11-12, teachers

This five-part book, with appendices, is designed to provide a philosophical explanation of the American Constitution in lay terms. Adler includes a discussion of the Declaration of Independence and Lincoln's Gettsyburg Address because he views these three documents as comprising the core of "the American testament." Part 1 outlines the proposition that each citizen should know and understand the essentials of that testament. Part 2 examines the ideas of the Declaration of Independence and casts them as a crucial preface to the Constitution. Part 3 focuses on the Preamble, with chapters devoted to each of the clauses. Chapters on the nature of "citizen-constituents" and the defects of the Constitution are included. The fourth part of the book examines political trends in interpretation and proposes some goals for the future. The documents of "the testament" comprise part 5. The appendices include excerpts from documents concerning the foundation, adoption, and interpretation of the Constitution.

This book provides a philosophical basis for understanding the documents central to American political life. Teachers may find this short, readable discussion valuable for background in class discussions, while the flowing style makes the book accessible to students. Some important caveats do prevail, however. A teacher's guide, prepared by Adler, is available to schools that purchase the main book in classroom quantities. The guide reemphasizes the position that the text was written for secondary students and teachers. It outlines 12 reading assignments and several excellent questions for discussion in each assignment. An important section details a method for conducting seminar discussions.

Adler's dismissal of history – "Understanding the ideas and ideals of the Constitution is more important than knowing the historical facts that provide supporting evidence for understanding" – proves nearly fatal for the entire work. Robert S. Peck, in a review for *Passport to Legal Understanding* (vol. 5, no. 2, Summer 1987, p. 7) locates over a dozen errors of fact in the first six pages of the book. He also demonstrates that Adler's lack of historical sensibility extends to his basic interpretation of the Constitution. Five of the thirteen footnotes refer to other books authored by Adler, revealing the limited nature of his research. Perhaps the most useful classroom exercise with this book is to assign students to research its many flaws. (RDL)

124. WE THE PEOPLE...DO ORDAIN AND ESTABLISH THIS CONSTITUTION FOR THE UNITED STATES OF AMERICA

Publisher:	Center for Civic Education
Publication Date:	1987
Materials and Cost:	Book, softbound, 171 pp, $5.00/10 or more copies, $4.50; teacher's guide, softbound, 125 pp, $5.00
Subject Area:	Constitutional change, constitutionalism, convention, origins/foundations, ratification
Intended Users:	Grades 9-12

This material, developed as part of the U.S. Bicentennial competition program, is intended to provide students with a grasp of fundamental principles of the U.S. Constitution, the evolution of those principles, and the operation of U.S. constitutional government. The book is divided into six units, each containing one to seven lessons. The units address political philosophy, history and experience prior to the constitutional convention, the writing and ratification of the Constitution, the establishment of a constitutional government, fundamental rights guaranteed by the Constitution, and the responsibilities of the citizen. The format generally consists of student readings, some containing short original sources, review questions, and activities. The teacher's guide contains lesson overviews, objectives, teaching procedures, optional activities, and student handouts.

Lessons appear to require about a class period to complete and employ a wide range of instructional strategies. Traditional read-and-discuss methodology is combined with small-group work, oral reports, debates, case studies, interviewing, research, and written work.

These materials are exemplary in their systematic treatment of the origins and evolution of the U.S. Constitution. The objectives and procedures are clear and concise. Much of the material requires abstract thinking ability, which may be beyond the capacity of some students. In addition, greater use of role plays, community resource persons, and other interactive strategies would enhance the appeal of these materials. Despite their reliance on sophisticated cognitive skills and relatively traditional instructional methods, these materials offer one of the best resources for teaching about the Constitution available for secondary students. (GDG)

125. WE THE PEOPLE: A HANDBOOK ON COMMUNITY FORUMS ON THE CONSTITUTION

Author:	Lucinda J. Peach
Publisher:	American Bar Association
Publication Date:	1987
Materials and Cost:	Looseleaf notebook containing 12 softbound booklets, 7-19 pp each, $10.00
Subject Area:	Constitutional law and civil rights, current issues, legal processes, practical law
Intended Users:	Community groups

Intended for those interested in sponsoring a community or school forum, this handbook contains a series of eight booklets comprised of scripts, questions for discussion, and background legal memoranda that explore the following contemporary constitutional themes: "Why a Constitution?" "Governing a Nation," "Judicial Power," "Freedom of Expression," "Self-Expression and Freedom of Conscience," "Equality Under the Constitution," "Rights of the Accused," and "Autonomy and Economic Freedom." The forum format includes mock trials, mock legislative hearings, and town hall meetings in the form of scripts. Each forum addresses a constitutional issue of contemporary relevance and concern, which is intended to involve the audience in lively discussion and debate. In addition, an introductory booklet describes the "nuts and bolts" of planning and conducting a community forum.

Specific scripts under the eight overriding themes include (1) "Bear Arms and Go to Jail," a mock trial intended to examine the Second Amendment; (2) "Can a City be a Sanctuary for Refugees," a mock town council meeting; (3) "May the Senate Reject a Judicial Nominee on Ideological Grounds?," a mock Senate hearing; (4) "Should Judges Be Subject to Recall?," a mock legislative hearing; (5) "Questioning the Limits of Religious Expression," a mock trial; (6) "Do School-Sponsored Christmas Programs Violate the First Amendment?," a mock trial; (7) "Should Quality Health Care Depend on Community Affluence?," a mock trial; (8) "A Whipping in Time Saves Nine," a mock legislative hearing; (9) "True Confessions?," a mock suppression hearing; (10) "Reinvesting in Ancient Stocks and Bonds," a town hall meeting on cruel and unusual punishment; and (11) "Big Brother or Surrogate Mother: Who Controls the Right to Procreate?," a mock trial.

Because there are few instructional materials of this nature, this handbook is recommended as a valuable resource. There is high potential for adapting the scripts for classroom activity, for using the material as stimulating background reading, and for using the materials as intended to involve community groups in discussion on the U.S. Constitution and Bill of Rights. (LH)

126. WHAT ANTI-FEDERALISTS WERE FOR: THE POLITICAL THOUGHT OF THE OPPONENTS OF THE CONSTITUTION

Author:	Herbert J. Storing and Murray Dry
Publisher:	University of Chicago Press

Publication Date:	1981
Materials and Cost:	Book, softbound, 111 pp. $5.50
Subject Area:	Anti-Federalists, federalism, ratification
Intended Users:	Teachers, advanced placement history and government students

This book was written as the introduction to Storing's *The Complete Anti-Federalist*. Following Storing's death in 1977, a former student, Murray Dry, completed the editing of the series and initiated the separate publication of this introduction. Storing sought to comprehensively explore the thought, principles, and arguments of the Anti-Federalists without imposing an external analytical framework on the examination. He addresses that goal (in a statement of method that thus, inescapably, becomes a framework) by working directly with the primary documents. He sought to understand the Anti-Federalists as they understood themselves. From that viewpoint, he concludes that they fully deserve to be included among the Founding Fathers.

Teachers may find this short work to be a good alternative to longer interpretive works on the Anti-Federalists. The writing style is less accessible than Jackson Turner Main's, but the interpretation is more direct.

Storing's more positive approach to the Anti-Federalists – even though it is in the tradition of MacDonald, Main, Wood, and others – enriches our understanding of their political and moral concerns. While he concludes that they lost the ratification debates because of their weaker argument, he also suggests that the concerns of the Anti-Federalists continue to plan an important part in the dialogue of current American politics. The attempt to excise sociological and economic analogies from his inquiry fails, of course. Earlier works employing those approaches are implicitly and explicitly addressed in this analysis. Politics, even in ancient documents, do not exist independently of those forces. This is, nevertheless, an excellent discussion of antifederalism and antifederalism scholarship. (RDL)

127. WITNESSES AT THE CREATION - HAMILTON, MADISON, JAY AND THE CONSTITUTION

Author:	Richard B. Morris
Publisher:	New American Library
Publication Date:	1986
Materials and Cost:	Book, softbound, 279 pp, $9.95
Subject Area:	Biographies, Federalists, ratification
Intended Users:	Teachers

"We have a government to form, you know," John Jay wrote, "and God knows what it will resemble." Morris traces the role of Jay, Hamilton, and Madison in determining just what this new government would look like, focusing primarily on their joint authorship of *The Federalist*. The book contains ten chapters that follow a logical progression from brief biographies of its subjects to insight into their political and ideological development, a study of the conflicts and conspiracies that preceded ratification, and finally a look at how these men and *The Federalist* helped overcome opposition to make the Constitution the law of the land. The book includes summarizing opening and closing chapters, notes on the sources, and an index.

A prior knowledge of the subjects and events encompassed in this volume renders the book highly readable and informative; however, a lack of the same would make comprehension difficult. The vocabulary employed is extensive and beyond most high school students. Adult students and teachers of the Constitution may find this valuable and insightful supplementary reading.

Dimension is added to the Founding Fathers highlighted in the book through both the gossip Morris has uncovered and his interpretation of the difficult intellectual and ideological struggle these men faced. The author uses quotes liberally to create this vantage point but does not provide specific references to the sources of the quotations. Those seeking the full context of a specific quote would need to do their own research. The reading of this book would be enhanced by having a copy of *The Federalist* at hand, as the author often refers to particular essays therein. (MG)

128. WOMEN AND THE U.S. CONSTITUTION

Author:	Molly MacGregor
Publisher:	National Women's History Project
Publication Date:	1987
Materials and Cost:	Book, softbound, 60 pp, $6.95; bulletin board kit, $10.00
Subject Area:	Amendments, constitutional change, voting rights
Intended Users:	Grades 8-12

For those noticing the omission of women from the bulk of materials on the Constitution, this curriculum unit includes narrative on women and the Constitution, plus documents, lessons, activities, and resources. It also covers women's involvement in movements to amend the Constitution, focusing on the abolitionist movement and the 13th, 14th, and 15th Amendments, the suffrage movement and the 19th Amendment, and the movement for passage of the Equal Rights Amendment.

The bulletin board kit contains a complementary package of historical documents and photos intended to demonstrate women's involvement in issues regarding the Constitution and its amendments. Documents include: Abigail Adam's letter to John requesting attention to women's rights in the new Constitution and his response (1775), Declaration of Sentiments adopted by the Seneca Falls Women's Rights Convention (1848), the Protest of the Constitution Centennial written by the National Women's Suffrage Association (1887), and the texts of the 13th, 18th, and 19th Amendments and the ERA. Photos include Abigail Adams, Susan B. Anthony, Elizabeth Cady Stanton, Carrie Chapman Catt, Alice Paul, Suffrage Parade in New York City, Suffrage Demonstrators at the White House, Lucretia Mott, Frances Ellen Watkins Harper, Sojourner Truth, Frances Willard, temperance demonstration, Ellie Smeal, and an ERA demonstration. Each picture is accompanied by a brief description.

Considering the rarity of such materials, it is this reviewer's intent to highlight their importance and encourage teachers to give full treatment to topics such as how women's lives have been affected by the Constitution and events during the past 200 years that have impacted women's legal status. The publishers produce high quality materials on a number of women's topics including particularly relevant titles such as "The Story of the Nineteenth Amendment" ($7.95); "Reclaiming the Past, Rewriting the Future Elementary Curriculum Kit" ($5.95), "The Woman's Suffrage Movement" ($5.95); and "Founding Mothers: Women of America in the Revolutionary Era" ($13.95). (LH)

129. YOU AND THE CONSTITUTION

Authors:	June Chapin and Rosemary Messick
Publisher:	Addison Wesley, Innovative Division
Publication Date:	1988
Materials and Cost:	Book, hardbound, and teacher's guide, paperbound, $16.40 for set
Subject Area:	Bill of Rights, concepts of government, constitutional change, convention
Intended Users:	Grades 7-9

This program presents 23 lessons organized into four units: "Concepts of Government," "The History of the Constitution," "The Meaning of the Constitution," and "Constitutional Issues in Our Lives." The lessons treat such topics as power and authority, types of governments, the Articles of

Confederation, the convention of 1787, the Bill of Rights, the constitutional aspects of the Civil War, checks and balances, the court system, and civil rights.

The teacher's guide provides goals and background for each lesson, along with a brief description of how the lesson can be taught. Activities range from independent reading, to brainstorming, games, cooperative learning strategies, and completion of worksheets. Writing journals is an important aspect of the program. Discussion questions, an evaluation strategy, and a research project are also suggested for each lesson. Black-line masters for transparencies and worksheets are provided in the teacher's guide.

The notion of starting with a unit on the concepts of government is an attractive one, giving students some basic knowledge on which to build as they study the Constitution. The division between topics covered in the unit on history and the unit on the meaning of the Constitution is unclear; for example, the Bill of Rights and the Civil War are treated in the former unit, while amendments 11-26 are treated in the latter. In addition, treatment of issues related to the Constitution is rather cursory. Positive aspects of the program are its use of a range of materials, including plays and stories, as well as expository narrative, and its varied teaching strategies. (LS)

ELEMENTARY AND SECONDARY NONPRINT MATERIALS

130. America: Colonization to Constitution † 99
131. And If Re-elected § 99
132. Citizenship †¥ 100
133. Civil Law: Understanding Your Rights, Remedies, and Obligations †¥ 100
134. Constitution, The: That Delicate Balance ¥ 101
135. Constitution and Government of the United States, The § 101
136. Constitution: A Simulation of a Convention Called to Revise the United States Constitution # 102
137. Constitution at 200, The: Why Does It Still Work? ¥† 103
138. Constitution of the United States, The § 103
139. Cop Talk ¥ 104
140. Creating the United States Constitution § 104
141. Dateline 1787: The U.S. Constitution Convention ‡ 105
142. Enhancing Constitutional Studies ¥ 106
143. Getting Along With Rules † 106
144. Great American Constitution, The † 107
145. Legal Process, The: A Teen's Experience † 107
146. Little Rebellion Now and Then, A: Prologue to the Constitution ¥ 108
147. MECC Dataquest: The Presidents § 109
148. Medalists, The: Presidents § 109
149. More Perfect Union, A ¥ 110
150. Out of Court: A Simulation of Mediation # 110
151. Police Patrol # 111
152. Privacy on the Road ¥ 112
153. 1787: A Simulation Game # 112
154. Star Power # 113
155. Supreme Court Decision § 113
156. Supreme Court Decisions That Changed the Nation ¥ 114
157. Teaching the Constitution in America's Schools ¥ 115
158. U.S. Constitution, The ¥ 115
159. U.S. Constitution, The: A Document for Democracy ¥ 116
160. We the People: A Four-Part Television Series Produced by CBS ¥ 117

# Simulation/Game

† Filmstrip/Cassette

¥ Videotape

§ Software

‡ Audiocassette

130. AMERICA: COLONIZATION TO CONSTITUTION

Publisher:	National Geographic Society
Publication Date:	1972
Materials and Cost:	5 filmstrips, 5 cassette tapes, and 5 guide booklets, $111.95
Subject Area:	Colonial history, confederation period, origins/foundations
Intended Users:	Grades K-12

These five filmstrip cassette programs cover five segments of our early history: "Penetrating the Wilderness," "The Colonies Mature," "Road to Independence," "Years of War: Lexington to Valley Forge," and "Victory and Constitution." The filmstrips are largely made up of important artwork depicting the period described in the tapes, which are clear in their accounts of the times they represent.

Each guide booklet contains a synopsis of one tape and filmstrip. Guides also contain a list of key points for students to look for, the segment objectives, discussion questions and follow-up activities, including research projects, cooking food eaten at a particular period in U.S. history, and debates. In addition, the booklets contain a full narration for the filmstrips and a list of vocabulary words and their definitions, which might also suggest activities.

Visual aids in this video age are necessary classroom tools. The fact that this 1972 material was reprinted in 1986 speaks to its popularity. While the historical narration that accompanies the filmstrip is important, the artwork used is not identified. The series will be useful in leading up to the study of the U.S. Constitution, but the segment of the last filmstrip in the series that deals with the Constitution has only 11 frames that might be used to discuss the document. The Society's aim to show America from colonization to Constitution is met and is highly recommended for its usefulness as an introduction to the Constitution. (MEG)

131. AND IF RE-ELECTED

Authors:	William J. Dalton, Jr., James E. Stanton, and Robert M. Tomback
Publisher:	Focus Media
Publication Date:	1986
Materials and Cost:	Apple II disk and teacher's guide, $65.00
Subject Area:	Branches of government (executive)
Intended Users:	Grade 12

In this interactive program, students role play an incumbent President who is seeking re-election. The program presents the candidate with 12 crises to resolve. As the situations are dealt with, 21 special-interest groups react to the presidential decisions via popularity polls. After the ninth crisis, the computer selects and profiles the characteristics of the student's opponent in the election. The President can "stroke" interest groups by saying and doing things to curry their favor in the polls. Election night results reveal the degree of success students achieved and a summary of how history might view that President's performance in office.

This simulation is best worked in small groups, with one computer available for each group. The complexities of the Oval Office can be best illustrated by allowing students time to explore more than one presidential role. At least five class periods should be allowed for the exploration and debriefing. A student workbook is included in the teacher's lesson planner.

Figuring out reasonable positions to take in the various situations was truly fun. The added dimension of trying to keep special interests happy while maintaining a consistent policy was quite a challenge…given the goal of staying in office. The reporting of election totals proceeds across the nation from east to west, increasing the tension in close races. Extensive briefing is necessary for students to be successful in seeking re-election. They must be very clear on ideological differences between Democrats and Republicans, urban and rural, wealthy and poor groups. Party loyalty is inadequately measured in the history recap, but as in reality, good "strokers" can often survive despite a lack of ideological constraint. The graphics are good, and computer instructions are clear. This is an excellent way to teach presidential politics. (RDL)

132. CITIZENSHIP

Author:	George Shea
Publisher:	Educational Activities
Publication Date:	1986
Materials and Cost:	1 18-minute (2-part) videocassette and guide, $69.00 or 2 sound filmstrips, $55.00
Subject Area:	Role of law in society
Intended Users:	Grades K-3

This cartoon program helps young children take a look at what it means to be a good citizen. Its unique and creative theme stresses the fact that citizenship for the young child, as for all citizens, begins at home. Emphasis is on responsibilities inherent in belonging to various independent worlds such as home, family, friends, school, neighborhood, community, country, and world. Hence, the obvious connection to most basal social studies series. The reasons for rules are highlighted through a variety of scenarios of life without rules. Students then examine how elections are used to make rules by citizens who participate in the electoral process.

Eight brief activity worksheets accompany the program. Activities include fill-in-the-blank, code translation, searching for hidden words, and other low-level types of "fun" activities.

This program's cartoon-like presentation should be appealing to most children. Teachers will appreciate the emphasis on individual responsibility and participation as key components of citizenship. While the filmstrip itself is quite recommendable, the accompanying handouts, though attractive and fun, require little more than recall and game playing; no attempt is made to link lessons with concepts of citizenship. Nevertheless, for teachers willing to develop more thoughtful lessons, the filmstrip is well-done, attractive, and not apt to become outdated. The film would be a good supplement to the inevitable chapter on rules found in most social studies basals. (LH)

133. CIVIL LAW: UNDERSTANDING YOUR RIGHTS, REMEDIES, AND OBLIGATIONS

Author:	Kevin Degnan
Publisher:	Human Relations Media
Publication Date:	1983
Materials and Cost:	3 videocassettes, $165.00 (plus teacher's guide) or 3 filmstrip cassettes, $155.00
Subject Area:	Civil law, legal processes, practical law, survival skills
Intended Audience:	Grades 7-12

Intended to give students a clear and precise overview of the common everyday legal principles they are most likely to encounter, this program has major objectives for students (1) to understand the composition of our judicial system and the function of trial and review courts, (2) to identify the procedural highlights of a civil action from initiation through judgment, (3) to understand the fundamentals of the law of torts and the law of contracts, (4) to discuss the impact of tort law and contract law on conduct, and (5) to understand the fundamentals of the law of property. The first part, "The Legal System," uses a sample case, *Williams v. Blackwell*, to examine the evolution of civil law and procedures for trial, appellate, and state supreme courts. In addition, students examine how complaints are issued, how injunctions and motions are handled, and how a trial is conducted. Part 2, "Torts and Contracts," describes citizens' rights and obligations according to the law of torts and the law of contracts and emphasizes the importance of written agreements. The final part, "The Rights of Ownership," distinguishes between real property and personal property by explaining the rights and obligations of owning each. The steps in the sale of a house are used to explain deeds, titles, contracts, and warranties.

This series, though informative and factual, is of the traditional narrative sort, requiring little from students besides passive viewing. Information is relayed in a very formal and structured fashion, leaving viewers with the mistaken impression that the law, if adequately understood and applied, quite simply clears up matters. The complexity of issues and the ambiguity characteristic of most legal controversies is never dealt with. On the plus side, however, many of these topics are scantily convered, at best, by traditional textbooks, and visual aids like this are sometimes useful as a way of summarizing course content. (LH)

134. THE CONSTITUTION: THAT DELICATE BALANCE

Developers: WNET, Columbia University Graduate School of Journalism, and WTTW

Distributor: Films Incorporated

Publication Date: 1984

Materials and Costs: 13 one-hour programs on single mount VHS, $650.00. Print materials (available from Random House) include *A Guide to the Constitution: That Delicate Balance* ($7.00) and *The Constitution: That Delicate Balance* ($10.00)

Subject Area: Branches of government, criminal justice system, current issues, federalism

Intended Users: Grades 7-12

This introductory-level political science telecourse on constitutional rights and public policy features 13 televised seminars about controversial constitutional issues such as affirmative action, abortion, executive privilege, and national security vs. freedom of the press. The panelists are a distinguished group of professors, journalists, lawyers, judges, and politicians including Gerald Ford, Dan Rather, Ed Muskie, and Gloria Steinem. Each program is accompanied by a printed discussion guide. In addition, two books provide background information and ideas on these programs: *A Guide to the Constitution: That Delicate Balance* (George McKenna, 1984) and *The Constitution: That Delicate Balance* (Fred W. Friendly and Martha J.J. Elliot, 1984).

Titles in this 13-part series include (1) "The President Versus the Congress: Executive Privilege and Delegation of Power"; (2) "The President Versus Congress: War Powers and Covert Action"; (3) "Nomination, Election and Succession of President"; (4) "Criminal Justice and a Defendant's Right to a Fair Trial"; (5) "Crime and Insanity"; (6) "Crime and Punishment"; (7) "Campaign Spending: Money and Media"; (8) "National Security and Freedom of the Press"; (9) "School Prayer, Gun Control and the Right to Assemble"; (10) "The Sovereign Self: Right to Live, Right to Die"; (11) "Immigration Reform"; (12) "Affirmative Action Versus Reverse Discrimination"; and (13) "Federalism: The National Government Versus the States." (LH)

135. CONSTITUTION AND GOVERNMENT OF THE UNITED STATES, THE

Author: Jack Abramowitz and Kenneth Uva

Publisher: Educational Activities

Publication Date: 1987

Materials and Cost: 3 Apple II disks, manual and supplemental text booklet, $59.95

Subject Area: Bill of Rights, constitutional change, federalism, legal processes

Intended Users: Grades 7-12

This program provides four tutorial lessons per disk on law and the constitution. Short questions are posed for point values in the categories of understanding, interpretation, and application. Student scores are stored in a management system. Students also have access to an on-line glossary and help screens for clues to the questions. A 48-page supplemental text booklet provides extra reading, key word lists and review quizzes.

A valuable section of this program is the inclusion of a series of Supreme Court cases that can be used to check student understanding of the issues presented. While the cases are not evaluated on the student management system, they provide an interesting way for students to check their own progress, as well as gain insight into the decisions of the Supreme Court. The program is best used as a supplemental tool for the classroom, with students working in pairs.

Tutorials are tutorials. This version works smoothly, using a mixture of text and simple graphics to cover the topics: "Introduction to the Constitution," "Legal Rights and the Constitution," and "The Bill of Rights: Amendments One and Four." (RDL)

136. CONSTITUTION: A SIMULATION OF A CONVENTION CALLED TO REVISE THE UNITED STATES CONSTITUTION

Author: Charles L. Kennedy

Publisher: Interact

Publication Date: 1974

Materials and Cost: Print simulation: one 29-page teacher's guide and 35 one-page student guides, $16.00

Subject Area: Amendments, constitutional change, current issues

Intended Users: Grades 10-12 students of average and above average ability; 24-35 players

In this simulation, students take on the roles of delegates at a modern convention who are called to examine whether the Constitution of 1787 is hindering America's attempts to cope with current political, socioeconomic, and foreign policy problems. Each student's first responsibility is representing a state whose votes he/she controls during the convention. His/her second responsibility is role playing a member of a political faction. The Convention Rules Committee then selects a number of amendments for research and debate; because only five are sent to the state ratifying conventions, considerable conflict is generated.

The simulation is designed to be completed in 10 to 15 hours of class time. The teacher's guide provides a step-by-step orientation including objectives, set-up directions, a diagram for arranging the classroom, a bibliography for further reading, a unit time chart and time sequence, a democracy scale, a title summation of 35 constitutional amendments, a map showing a proposed realignment of states, faction profile and goals, rules of procedure, proposal and ratification agendas, debriefing and evaluation checklist, an objective test, and a series of score sheets. The one-page student guide provides an overview of procedures.

Teachers using this simulation must be prepared to spend time familiarizing themselves with the materials and procedures and duplicating student materials. Although requiring considerable effort on the part of the teacher, the simulation provides rewarding results – especially to the teacher who values conflict as an opportunity to teach students to (1) research and develop ideas to support one position and to attack another, (2) present and defend a viewpoint, (3) persuade others to accept a point of view, (4) bargain and compromise to achieve the politically possible, (5) utilize parliamentary procedure for a specific goal, and (6) help a group accomplish common goals. It is this reviewer's opinion that knowledge gained about the specifics of the Constitution is secondary in importance to the above-mentioned skills. (LH)

137. THE CONSTITUTION AT 200: WHY DOES IT STILL WORK?

Publisher: The Center for Humanities and Associated Press/Prentice Hall

Publication Date: 1987

Materials and Cost: VHS or Beta videocassette or 4 filmstrips and program guide, $179.00; U-matic, $199.00

Subject Area: Bill of Rights, concepts of government, constitutional change, origins/foundations

Intended Users: Grades 8-9

The four parts of this program present an overview of the origins and development of the Constitution. The short, eight- to eleven-minute segments include "Why Does It Still Work?," "Great Compromise," "Individual Liberties," and "Open to Interpretation." The printed program guide contains project objectives, summaries of each segment, scripts, related activities and a discussion/review question section.

The short segments make this presentation especially useful for stimulating class discussion without overwhelming students with data. Two to four class periods would be required to show the segments and debrief them.

Teachers will find the video to be interesting to eighth-graders as well as high schoolers. The production quality is quite high, but the suggested activities could easily be enhanced with supplemental materials that increase student engagement. The content level is of moderate complexity. The simple device of dividing the presentation into sections and inserting the 60-second pause between them should be adopted by other producers of educational videos. The divisions occur at logical, convenient points—greatly facilitating student recall of facts. (RDL)

138. CONSTITUTION OF THE UNITED STATES, THE

Publisher: BLS Tutorsystems

Publication Date: 1984

Materials and Cost: Five Apple II disks and manual, $255.00

Subject Area: Amendments, branches of government, federalism, origins/foundations

Intended Users: Grades 7-12

This series of disks uses a tutorial method to teach about the Constitution. The disks include: "The Age of the Constitution," "The Preamble and Article 1," "The Legislative Branch, Article 1," "Articles II-VII," and "The Amendments to the Constitution." A student records section is maintained; it can be displayed on screen or printed on paper.

This program can be used as review for lessons in either government or history. The management system allows tracking of 50 students.

Tutorial programs must be carefully written to be more than expensive page-turners. This program attempts to move beyond that model by using a variety of techniques to hold student interest and address higher questioning levels. Text blocks are added to the screen in a variety of methods, adding an animation aspect that is seldom addressed in tutorials. Sometimes the text scrolls, sometimes it just appears, sometimes it is written one letter at a time, and sometimes it moves around the screen. Small touches like this greatly enhance student interest. As with all tutorials using a limited data base, there are some concerns. Many questions have ambiguous selections that penalize all but the most literal-minded students. For example: "The Ratification (approval) (sic) of the Constitution was given by all 13 states." True or False? The answer given as correct is "False" because only 9 states were required for ratification. Substantial discussion is required to illuminate this point. Most serious "errors" occur in the disk on the amendments. Rather than print the actual text of the amendments, summations that purport to simplify them are used. A sample clearly illustrates the problem with this model:

Amendment 2 (1791) Right to Arms. "The states may provide arms (weapons) to *state militia* (citizen soldiers). However, no guarantee is made that *private* citizens are allowed to keep weapons for their personal use." The interpretation is reinforced in the question section by stating in the answer that "...the Constitution states that people may have weapons only if they are part of a state militia." That may be a goal of the authors, but such a blatantly biased interpretation has no business in a basic tutorial program, especially when it is palmed off as fact. (RDL)

139. COP TALK

Developers:	Salt Lake City Police Department, Utah State Office of Education, and Utah Law-Related Education Project
Publisher:	Agency for Instructional Technology
Publication Date:	1981
Materials and Cost:	5 videocassettes, $125-$180 each; teacher's guide, softbound, 14 pp, $.95
Subject Area:	Civil rights, criminal justice system, survival skills
Intended Users:	Grades 6-9

Cop Talk focuses on five issues that "are of both great interest and great importance." The first program, "Shoplifting," dramatizes a shoplifting incident by two teenage girls. Both personal consequences and financial consequences for the community are examined. The second program, "Vandalism," examines types of vandalism, their causes, the costs in terms of financial burdens and danger to human life, and ways to prevent vandalism. "Search and Seizure" illustrates how the individual's right to privacy and the police's right to conduct searches in order to protect the public are balanced in a variety of situations. The fourth program focuses on runaways—why they run away, the dangers they face as runaways, and the sources of support that may be effective in resolving the problems that led them to leave home. The final program follows a police officer through training and a range of on-the-job situations to illustrate that police officers are human being who are influenced by their previous experiences in enforcing the law. The focus is on police treatment of young persons and how a situation that the young person may view as harassment is actually motivated by sound reasons designed to protect the public.

The teacher's guide presents a brief introduction to the program. For each program, the guide then lists the main idea, provides a suggestion for introducing the program, summarizes the program, lists topics for discussion and suggestions for visits by resource persons, and cites from three to thirteen additional resources on the topic.

This program succeeds in presenting the police as human beings who have difficult and important jobs to do without being doctrinaire in the presentation. While the program is distributed by AIT, the actual production was done in Utah in 1978 and 1979. Filming the programs in a community with a more diverse population would have made the series more generally applicable. (Adapted from a data sheet by Laurel Singleton/MEG)

140. CREATING THE UNITED STATES CONSTITUTION

Author:	Mark Swanson
Publisher:	Educational Activities

Publication Date:	1987
Materials and Cost:	Apple II disk and teacher's guide, $59.95
Subject Area:	Biographies, convention, origins/foundations
Intended Users:	Grades 7-12

This interactive simulation is a single disk introduction to the workings of the constitutional convention. The manual details operation of the program and suggests classroom uses.

Students assume one of six roles from the members of the constitutional convention. The roles are determined by student decisions on whether to represent large or small states and which economic class. Throughout the lesson, students interact with various historic characters as the issues of the convention are explored. Students are asked to participate in key votes by voting in ways consistent with their roles. Votes that demonstrate consistency result in praise on the character's return to his home state. Lack of issue constraint results in scorn at home. Helpful "control key" features include: stop and save; short biographies; review screens; and help menus.

This is an entertaining and easy-to-use program Because of the ability to assume different roles, students will be willing, even eager, to use the simulation more than once. Some background preparation is necessary to insure that students understand logical positions for their characters to take. The main issues covered are: large/small state debate; upper/middle class debate; the role of Hamilton as a provoker to compromise; and the Great Compromise. (RDL)

141. DATELINE 1787: THE U.S. CONSTITUTION CONVENTION

Producers:	Michelle Damico, Denise Jemenez, and Yuri Rasovsky
Distributor:	National Radio Theatre
Publication Date:	1987
Materials and Cost:	14 half-hour radio programs available on audiocassettes, $139.00/reproduction rights contract, $100.00; accompanying "Audiobills" (softbound, 23 pp) temporarily out of stock/reprinting pending
Subject Area:	Convention, current issues, origins/foundations
Intended Users:	Grades K-12, teachers, and community

This 14-part series is meant to give students an idea of what happened at the constitutional convention in the summer of 1787. Using the format of the national network nightly news broadcasts, stories are delivered by reporters, who also interview convention participants and provide tapes of daily proceedings. The "audiobills" give students and teachers background information about the intellectual and political seeds of the Constitution, descriptions of the location of the convention, details of life in 1787, biographies of the Framers, and the U.S. Constitution and its amendments.

Originally produced and released to correspond with the bicentennial of the U.S. Constitution, the 14-part series has been aired on public radio stations since January 1987. No activities or lessons accompany the tapes, but teachers might want to use the tapes to discuss the convention and the Constitution in law, U.S. history, or U.S. government classes.

This series tell students more about their own times than it does about the constitutional convention. Reporters who shove microphones into the faces of the President and Congresspeople in 1987 and ask questions about sensitive issues have the Constitution to thank for the ability to do so. However, it has taken nearly 200 years to get to such audacious practice of freedom of the press. Such behavior toward George Washington and Benjamin Franklin would have been unheard-of in 1787. A large part of the success of the constitutional convention was its secretiveness. To expose it to the light of press scrutiny might have given the opposition time and ammunition to prevent ratification. Teachers and students who listen to these tapes should be aware of the very different times in which the Framers lived. (MEG)

142. ENHANCING CONSTITUTIONAL STUDIES

Publisher:	New York State Bar Association
Publication Date:	1986
Materials and Cost:	93-minute VHS videocassette, $21.95; book, softbound, $8.95
Subject Area:	Branches of government, federalism, jurisprudential concepts, origins/foundations
Intended Users:	Grades 11-12, college

The 93-minute videotape contains excerpts from each of four present-day scholars' presentations on various topics related to the Constitution. Each segment can be used independently and highlights a particular point about a major concepts such as justice, the legal and philosophical developments leading to the establishment of the U.S. government separation of powers, international human rights as viewed by various forms of government, and the future of federalism. The accompanying book presents the full papers by the scholars, along with teaching ideas and a copy of the Constitution.

These two program components are available as part of a "Bicentennial Package," which includes this book and videotape, *Shaping American Democracy* and a resource presenting the historical settings of ten landmark Supreme Court cases along with significant portions of the actual decisions. Suggested teaching strategies, a timeline of sociological and historical events, and a bibliography are also included. (LH)

143. GETTING ALONG WITH RULES

Developer:	Walt Disney Educational Media
Publisher:	Coronet/MTI
Publication Date:	1981
Materials and Cost:	5 filmstrips, 5 cassettes, and 8-pp softbound teacher's guide, $169.00
Subject Area:	Role of law in society, survival skills
Intended users:	Grades 4-6

The five filmstrips in this series focus upon issues of responsibility: how to deal with anger, examining the reasons for a particular situation without indulging in "blamesmanship," alleviating strain between young people and authority figures, understanding the impact of honest and dishonest actions, and handling peer pressure. Each filmstrip presents a young person confronted with a situation in which students might find themselves. For example, in the third filmstrip "Teachers, Parents, and Authorities: How Do I Handle Disagreements," Kathy and her friend are confronted by a neighbor whose lawn they have cut across. In the fifth, "Following the Group: What About My Rights?", Rich hesitates to befriend a new boy in his class because other students think the new boy is "weird." The filmstrips show the young people talking to friends who advise handing the problems in various ways. The filmstrips end with open-ended questions. The same group of children is shown in each filmstrip. Black, white, Chicano, and Asian boys and girls all play problem-causing and problem-solving roles.

The teacher's guide suggests that the filmstrips can be used with small groups of students who discuss or report on individual filmstrips or as a stimulant to large-group discussion. For each filmstrip, the guide identifies purposes, describes the content, suggests previewing discussion questions, specifies objectives for viewing, and suggests follow-up activities. The suggested activities are diverse, permitting selectivity based on the needs and capabilities of individual students. For example, students are called upon to draw pictures, engage in role plays, discuss issues, write short completion stories, keep charts, and talk to adults.

Getting Along with Rules provides a way of helping students think about conflict situations in which they need to assume responsibility. The title of the series is somewhat misleading, however, since many of the situations have very little to do with rules or laws. Although the developers should be commended for specifying goals, users should examine the activities carefully to be certain that they will achieve these goals. For example, the filmstrip designed to demonstrate that anger is natural shows a variety of angry persons, but nowhere are teachers instructed to point out during the discussion that anger is something everyone feels at times. In addition, although the discussion questions are often quite helpful, they frequently need to be expanded. For example, one question states that "People are more apt to get angry at certain times than others, for example, when they are tired. Name other times that people are more likely to become angry." A logical follow-up to this question would be to ask students about the implications of their list. This follow-up might help students realize that the next time they are angry, they might want to consider whether such factors are causing their anger and whether it might be better to discuss the issue at another time, thus providing students with a coping skill that simply listing situations might not. The technical quality of the filmstrips and accompanying audio is quite good; frames are sharp and the audio portion is crisp. (Adapted from a data sheet by G. Dale Greenawald/MEG)

144. GREAT AMERICAN CONSTITUTION, THE

Author: Stephen S. Lowell

Publisher: J. Weston Walch

Publication Date: 1987

Materials and Cost: Filmstrip/cassette; teacher's guide, softbound, 40 pp, $33.95

Subject Area: Amendments, constitutional law, convention

Intended Users: Grades 9-12 (visuals appropriate for grades 6-8)

This filmstrip/cassette presentation takes a factual approach to the Constitution. The presentation is divided into four sections: "Writing the Constitution," "Analysis of the Original Constitution," "Amendments to the Constitution," and "Proposed Amendments to the Constitution." The visuals are cartoon-style drawings.

For each section of the program, the teacher's guide gives discussion questions, a test focusing on factual recall, and activities involving research and/or writing. The tests and activities are provided on black-line masters. The actual program runs about 20 minutes; with discussions and activities, it can be expanded to two class periods plus homework.

The purpose of the program – to reinforce textbook treatments of the Constitution through visual and sound learning – is laudable. The sound portion of the program is unexciting, however; one male narrator, little music, and no sound effects are employed. The visuals, in contrast, seem more suited to a younger audience, who would probably not be engaged by the narrative portion of the program. (LS)

145. LEGAL PROCESS, THE: A TEEN'S EXPERIENCE

Author: Richard J. Gonzales

Publisher: United Learning

Publication Date: 1987

Materials and Cost: 4 filmstrips/cassettes, 1 set of reproducible black-line masters, 1 teacher's guide, $145.00

Subject Area: Civil law, criminal justice system, legal processes

Intended Users: Grades 9-12

This four-part filmstrip unit of study provides a comprehensive introduction to the workings of the American legal system. An automobile accident caused by a student while driving under the influence of alcohol forms the basis for a step-by-step examination of the legal consequences and ramifications that ensue. A victim of the accident files a civil lawsuit against the student. The suit provides an opportunity to display a typical legal proceeding from beginning to end with special emphasis upon how the American jury system operates. The story is presented in four filmstrips: (1) "The Accident, Arrest, and Summons," (2) "Traffic Charges and Trial Plans," (3) "The Trial by Jury," and (4) "The Verdict."

The teaching materials designed to accompany this guide include instructional procedures, objectives, reproducible handouts, and suggestions for follow-up discussion and activities. Whereas some of the activities are of the more traditional variety (such as true-false items and defining legal terms), some require the use of outside research and creative writing skills. Quizzes and answer keys are provided, along with printed scripts of the filmstrips.

It is this reviewer's opinion that a "driving under the influence" (DUI) case is an excellent choice of content for the intended age group. Students receive a double message: (1) this is how the legal system works, and (2) here are some of the legal ramifications of using alcohol while driving. Both messages are relevant to today's teenagers and are bound to attract their attention. While there are more teaching components included with the kit than with most AV packages, several opportunities for active learning (such as role-playing and case study analysis) are missed in favor of more traditional recall exercises. Nevertheless, creative teachers might use this program as a starting point for discussion and inquiry-oriented activities or as a means of summarizing lessons on legal processes. (LH)

146. LITTLE REBELLION NOW AND THEN, A: PROLOGUE TO THE CONSTITUTION

Producers:	Randall Conrad and Christine Dall
Publishers:	Churchill Films/Calliope Productions
Publication Date:	1987
Materials and Cost:	30-minute color VHS videocassette, $365.00
Subject Area:	Confederation period, convention
Intended Users:	Grades 7-12, college

This reenactment of the events occurring between the American Revolution and the establishment of the U.S. Constitution dramatizes the economic, political, and geographic area in which such people as James Madison, James Bowdoin, Noah Webster, and Daniel Shays expressed their dissatisfaction with the times. Actors donned in colonial garb reenact the personal dilemmas of the farmers, merchants, authors, printers, statesmen, and soldiers of 18th-century New England. While the first half of this film is focused on events leading to Shays' Rebellion and the catalytic economic problems of the pre-constitution era, the second half focuses on the Constitution and the important compromises that took place before dissenting parties could agree on a government. Historic paintings and primary source materials are interspersed between clips of dramatizations that take place against a backdrop of colonial architecture, interiors, and costumes.

Although this 30-minute color dramatization is listed by the publisher as suitable for junior and senior high school students, college students, and adults, this film is probably more typically the type shown to junior and senior high school students.

While not as action-packed as student's everyday television viewing, the film offers more action than many educational films, especially films dealing with early U.S. history. Strong points of this film are the producer's efforts toward authenticity and the careful integration of colonial art, dress, technology, culture, economics, and politics into the geography of the early colonies. Hence, the film is more interdisciplinary than others of its kind. The dialogue becomes most interesting when key players argue with the audience, trying to persuade viewers of the correctness of varying viewpoints.

The manner in which key players continue to disagree is illustrative of the problem-solving and compromising nature of citizens actively participating in their government. (RDL)

147. MECC DATAQUEST: THE PRESIDENTS

Publisher:	MECC
Publication Date:	1986
Materials and Cost:	Apple II disk, Version 1.x and teacher's guide, $49.00
Subject Area:	Biographies, branches of government (executive)
Intended Users:	Grades 7-12

This introduction to data bases uses historical information on the American presidents to teach data search skills and higher level historical thinking and analysis. One side of the disk contains the data base; the other holds the introduction and the report retrieval system. The teacher's guide includes detailed directions for using the computer, as well as student activities and handouts.

This system can be used successfully in grades 7-12. The ideal classroom would have one computer and disk set for each student or small group, but classes can use the program on a single machine with proper planning. One to two weeks should be devoted to completing the suggested activities. Faster students can devise further searches and more completely explore the data base.

A critical and often overlooked aspect of data base use is a discussion of limitations of the data. Fortunately, the teacher's guide points out two of those limitations: (1) only simple one-dimension searches can be conducted (either/or questions are not possible) and (2) data bases can only manipulate facts, they cannot draw conclusions. An index refers to another important limitation, that of data compression: the system used can only contain a small amount of information that may need to be expanded upon for clarity of understanding. Overall, this is a valuable package for introducing data bases. (RDL)

148. MEDALISTS, THE: PRESIDENTS

Publisher:	Hartley Courseware
Publication Date:	1982
Materials and Cost:	Computer disk and teacher's guide, $39.95 (Apple), $49.95 (IBM)
Subject Area:	Branches of government (executive)
Intended Users:	Grades 6-12

This program uses a quiz-game format to help students review biographies of the presidents. Students may purchase clues, via a point penalty, to help them determine the identity of a randomly chosen president. A series of three presidents is presented, after which the program totals the student's score and compares it to the top scorers (those with the fewest points). The most successful students are entered in the Current Top Medalist screen. The program stores 50 student records.

Students enter their guesses by typing in the name of the president. The newest versions of the program will also accept code numbers (i.e., Lincoln is P 16). The use of the code numbers helps reduce failures due to typing errors. Teachers may change or enter up to four possible alternatives for the program to accept as correct. Thus, Lincoln; A. Lincoln, Abe Lincoln; Abraham Lincoln, are all possible correct answers.

While the code option helps reduce errors due to typos and limitations of the program's parser, the program remains a guessing game. Students may find some of the idiosyncrasies of various presidents interesting, but to be successful with the program, they must have a significant background in presidential biographies. One of the best characteristics of the program is the option for teachers to delete all of the current data and enter their own. This would allow the topic, as well as the clues, to be replaced. (RDL)

149. MORE PERFECT UNION, A

Author: Stephen T. Kline

Publisher: Creighton University

Publication Date: 1987

Materials and Cost: 50-minute videotape, 3/4 inch, $39.95/VHS or Beta II, $24.95

Subject Area: Biographies, convention, origins/foundations

Intended Users: Grades 7-12

James Madison narrates this "dramatic" monologue on the origin of the Constitution. Based on Madison's personal journals, this 50-minute video presentation recounts some details of Madison's private life, as well as the events of the convention.

Advance placement classes would be best able to appreciate the complexities of the debates touched on in this video. A thorough knowledge of the events of the convention and the resulting document is essential for following the discourse. However, no teacher materials are provided to help familiarize students with the specific issues presented.

This low-budget-looking production suffers from a variety of technical and educational problems. The lack of teacher and student materials tied directly to the video shifts a substantial preparation burden to the teacher. An early attempt to "humanize" Madison by trotting out his unsuccessful marriage proposal to a teenage beauty half his age fails to arouse much interest. The incident is wholly unrelated to any subsequent event in the production. A minimum of five days would be required to use this video effectively: one day to review the events of the convention, one day to view the video, one day to wake up the students, one day to discuss the key points of the convention, and one day to discuss exciting video production methods. (RDL)

150. OUT OF COURT: A SIMULATION OF MEDIATION

Authors: Ethan Katsch and Janet Rifkin

Publisher: Legal Studies Simulations

Publication Date: 1982

Materials and Cost: Packet contains 1 director's manual, 2 mediator's manuals, 2 summaries of mediator's responsibilities, 35 student mediation guides, and 2 instructions for disputants, $34.50

Subject Area: Practical law, survival skills

Intended Users: Grades 7-12; 3-30 participants

Out of Court seeks to teach students about the mediation process by involving them in simulation of one of five case studies. These cases involve two coworkers who became involved in a fight, a domestic quarrel which resulted in a stabbing, an altercation between a landlord and a tenant in which the tenant's glasses were broken, an argument among neighbors whose children are always fighting, and a school vandalism incident.

The director's manual provides a general schedule of activities and time frame for conducting the simulation. First, the teacher selects the case study to be used and assigns students to assume the roles of mediator, respondent, and complainant. The rest of the class watches the mediation process. During the first class session, the mediation process is introduced, the mediator holds a public session to get both parties' views of the situation, and the class discusses what they have seen so far. The manual provides answers for some of the questions students often ask at this point.

During the second class period, the mediator has a "private" session with each of the parties and holds additional meetings with both. If an agreement has not been reached, holding additional meetings during the third class session may be necessary. The final class period is devoted to post-game discussion. The manual offers some questions for discussion during this final debriefing. The manual concludes with a list of resources.

Although this simulation has many features to recommend it, it also has some drawbacks. As described by the authors, only a few students have active roles in the simulation. The remainder participate only through observation and discussion. While the publisher reports that teachers have not experienced any difficulty involving students in these ways, this analyst believes some students might have difficulty attending to the simulation. If so, teachers might need to devise modifications that would encourage a higher degree of participation. For example, if a class includes a number of good readers, teachers may consider conducting several or all of the case studies simultaneously, debriefing each with the aid of a student assigned to observe and report on the case. Additional information about the mediation process, skills required, and other pertinent data would be most helpful, as would more systematic and focused debriefing questions. In addition, if one purpose of the simulation is to help students clarify their values, a carefully designed series of questions might be provided to help teachers assist students with that process. (Adapted from a data sheet by G. Dale Greenawald/MEG)

151. POLICE PATROL

Author:	Todd Clark
Publisher:	Constitutional Rights Foundation (Distributed by Zenger Publications)
Publication Date:	1981
Materials and Cost:	Packet containing role cards, other game materials, and 10-pp paperbound teacher's guide, $15.00
Subject Area:	Criminal justice system, current issues
Intended Users:	Grades 7-12

Police Patrol is primarily composed of 12 role-playing incidents designed to reflect the kinds of services police officers perform and to indicate the complex problems with which police officers must deal, such as traffic, domestic disturbance, and prowler calls. A second component of the program is an attitude survey that allows students to explore why they feel as they do about police and perhaps to compare their attitudes with those of other students, parents, businesspersons, and community members. Field-work assignments take students into the community to find out more about the police department and community attitudes. A set of problem situations demonstrates the conflict between maintaining law and order and preserving constitutional freedoms; several case studies and wall visuals offer varying perspectives about the proper function of the police. The supplementary materials in the packet include "problem situations" intended to get students to voice their opinions on the legal, political, and practical issues involved in law enforcement.

The main role-playing activities in *Police Patrol* are best conducted in the presence of a law enforcement officer. This resource person is a vital part of debriefing the activity for the students. Students are assigned roles as those who would call the police, those who might attract the attention of police, observers, and police officers. According to their roles, they are given basic information to act on and nothing more, so that their responses to the situations in which they are places are entirely their own. Role plays are assigned to small groups, so often teachers may have several noisy incidents going on at once. After a predetermined amount of time has passed, the teacher calls students back together and observers report what went on, how the "police," "victim," and "lawbreakers" responded. The real police officer comments on student reactions and then tells how a similar situation might happen on the street, without resorting to war stories. The attitude survey can be used as a pretest, as a pre/post measurement of attitude change, or as a comparative study. The problem situations and case studies can be used in small- or large-group discussions.

Police Patrol is a highly motivating activity, especially for those students who do not normally express themselves verbally in classroom situations. It is a timeless activity that most law-related education teachers have seen demonstrated many times; it remains useful in a wide range of secondary classrooms. (MEG)

152. PRIVACY ON THE ROAD

Authors:	David Harris and Richard Jankowski
Publisher:	Michigan Law Video Project
Publication Date:	1987
Materials and Cost:	Videotape and 16-pp looseleaf teacher's guide with student handouts, $17.00
Subject Area:	Criminal justice system, due process
Intended Users:	Grades 9-12

The focus of this material is privacy and its Fourth Amendment origins. Three lesson plans accompany a videotape made by students and police in Michigan. The video involves a teenage driver whose passenger has alcohol in the car. The driver's anxiety over the alcohol causes her to drive erratically which draws the attention of police. The car is stopped, a search is made of the vehicle, and the driver and passenger are arrested. The video also depicts the ensuing court case.

Students are introduced to the material with an activity that asks them to examine the right of privacy as they understand it. Students are then given information on cases involving privacy issues; the information lets them see that there are situations where citizens cannot expect privacy. Viewing of the videotape is accompanied by discussion among students of the issues involved in the case, such as probable cause, the exclusionary rule, the scope of the Fourth Amendment, and legal searches where no warrant is required. Students are asked to write a position paper on the motion to suppress evidence as argued in the video. The teacher's guide includes a quiz on the material.

Privacy On The Road is a terrific teaching tool. The video was made by students and police officers and is most authentic. The accompanying lessons help students understand the concept of privacy and the limits on its protection. The material sparks discussion and is relevant to students' everyday lives. Bringing community resource persons, such as police, lawyers, and judges, into the classroom to discuss the video would enhance the material even more. The laws enforced and applied are those of Michigan, but the material is not diminished for national use by that fact. (MEG)

153. 1787: A SIMULATION GAME

Author:	Eric Rothschild and Werner Feig
Publisher:	Olcott Forward (Distributed by Educational Audio Visual Inc. and Social Studies School Services)
Publication Date:	1970
Materials and Cost:	Multimedia simulation game, $69.00
Subject Area:	Convention
Intended Users:	Grades 7-9; 20 or more players

This multimedia simulation game, in which students play fictional delegates to a constitutional convention, provides opportunities for students to personally experience the conflicting interests that had to be reconciled in framing the Constitution. The game box includes a teaching guide, worksheets for duplication, an audiocassette, and 20 delegate profile cards. Intended for use with 20 or more students, the simulation is best suited for eighth-graders, yet could suitably be used with students as high as 11th grade.

Because each teacher must plan how to use the materials to fit his/her own classroom situation and available time, the game may take as little as three days and as much as two weeks of class time. The teaching procedure is roughly as follows: (1) students are introduced to the game as they hear two recordings, receive materials and assignments, and ask questions and discuss procedures; (2) Washington opens the convention and the articles of the class constitution are proposed and acted upon; (3) the convention closes after Franklin's Plea for Unanimity and a vote on the adoption of the constitution as a whole; and (4) the class compares its constitution with the actual Constitution.

This simulation game is open enough in format to allow for individualization to specific circumstances, yet has a good basic structure. One strong point of the game is that no two classes will produce similar documents, thereby reflecting the uniqueness of composition and group dynamics of individual classrooms. On the other hand, the success of the game seems to depend to some extent on the willingness of those in leadership roles to get involved and the balance of abilities obtained by the teachers when dividing students into the representatives roles. The teacher's role as resource and advisor is crucial in that good planning, careful selection of player roles, and a high degree of enthusiasm will further enhance these materials. (LH)

154. STAR POWER

Author:	R. Garry Shirts
Publisher:	Simile II
Publication Date:	1969
Materials and Cost:	Teacher's manual, plastic chips, name cards, $59.00
Subject Area:	Concepts of government, constitutionalism, role of law in society
Intended User:	Grades 7-12, college

Star Power is a game based on a set of rules guaranteeing that a certain preselected group will always come out ahead in wealth, and therefore scoring, and that each member of the three groups in the game will be identifiable by a certain physical symbol pinned to their clothing. The "winners" will be allowed to make their own rules and will require the losers to submit to those rules. This almost always leads to dictatorship on the part of winners and rebellion on the part of the losers.

Star Power can be used with students from junior high through the college level and beyond to stimulate critical thinking and discussion of basic issues of power. The game could fit into courses in political science, sociology, psychology, U.S. history (especially the Gilded Age and Progressive Era), as well as courses on world geography or history, and economics. The purpose of the game is to give students a personal experience to apply to a larger picture in their own society or in the world.

Star Power is a classic simulation in law-related education. In the course of the game, issues of fascism, racism, abuse of power, civil disobedience, and revolution are raised by the participants themselves. Correlation between the experience of students and those of people in the United States and elsewhere can be examined in the ensuing discussion. The game is useful also in raising questions about the uses of power in both a competitive society and in a competitive international system. (MEG)

155. SUPREME COURT DECISION

Author:	H. James Pickerstein
Publisher:	Queue Intellectual Software
Publication Date:	1986
Materials and Cost:	Apple II computer disk and teacher's guide, $49.95

Subject Area: Bill of Rights, branches of government (judicial)

Intended Users: Grades 9-12

This program is designed to help students gain an understanding of the U.S. judicial process. Students assume the role of a lawyer asked to defend a magazine publisher being sued by the governor of a neighboring state. The lawyer may pursue the case in either civil or criminal courts. The goal is to defend the client all the way to the Supreme Court. Points are awarded for correctly defending the client (via correct answers to questions). The top 40 scores are entered in the Intellectual Hall of Fame.

Teachers can use this program as a review of the structure of the court system. Substantial knowledge is required for students to be successful without having to repeatedly restart the game, since a single wrong answer ends the game.

To spark student interest, the client is accused of illegally causing distress to the female governor of a neighboring state by publishing photos of a nude woman with the governor's head expertly superimposed on the nude. There are no graphics. There isn't even a controversial First Amendment/pornography case. The program is not designed to deal with value judgments or controversial issues. It is designed to test students on their knowledge of court structure. Some questions that ask for higher level thinking give away the answer by presenting "cute" or trivial alternatives to the correct choice. Requiring students to restart the program for a single wrong answer, while designed to encourage students to completely understand the logic path of the court system, may only frustrate them. (RDL)

156. SUPREME COURT DECISIONS THAT CHANGED THE NATION

Publisher: Guidance Associates

Publication Date: 1986

Materials and Cost: 6 filmstrips on video, 11 minutes each, $69.00 each or $279.00 for series (teacher's guide included)

Subject Area: Branches of government (judicial), constitutional law and civil rights, federalism, landmark court cases

Intended Users: Grades 7-12

The insights of former Attorney General Ramsey Clark highlight these examination of six crucial Supreme Court cases. Photographs, video sequences, and period art combine to illuminate the lasting impact each decision has had on our concept of justice. The first program uses the case of *Marbury vs. Madison* to teach about judicial review. By examining events that led to the famous confrontation between Jefferson's administration and the Supreme Court, students learn how Marshall's historic decision managed to both satisfy President Jefferson and permanently strengthen the power of the Supreme Court. The second segment explores *McCulloch vs. Maryland*, which established the "implied powers" of the federal government. In examining the Dred Scott decision, students learn about judicial restraint, the requirement that judges restrain their personal feelings and prevent outside factors from influencing judicial decisions. The fourth segment on *Plessy vs. Ferguson* examines the Supreme Court's blow against racial equality, specifically the decision that gave legal justification to segregation and the concept of "separate but equal." The fifth topic of *Brown vs. the Board of Education*, following each step leading to the Supreme Court's unanimous overrulling of *Plessy vs. Ferguson*. The final segment examines both *Gideon vs. Wainwright* and *Miranda vs. Arizona*, two decisions – one unanimous, the other hotly debated – clarifying the rights of any person accused of a crime. In examining these two key Supreme Court decisions, the program explores an issue that remains controversial today: balancing the rights of the accused with those of society.

Each program is accompanied by a quick reference guide summarizing each of the court cases and a program guide. The program guide provides a program summary, a complete script, suggestions for follow-up activities, and reproducible student worksheets.

This series provides a factual straightforward visual supplement to American government and law-related education courses. Although the accompanying program guide is very short on activities and student materials, the topics suggested for debate and discussion are quite good, and a creative teacher could capitalize on the basic ideas. The filmstrips, though brief, are informative and interesting and would be excellent as a means of summarizing previous coursework dealing with key Supreme Court decisions. (LH)

157. TEACHING THE CONSTITUTION IN AMERICA'S SCHOOLS

Publisher: National Council for the Social Studies

Publication Date: 1987

Materials and Cost: Videocassette (Beta, VHS, or 3/4"), $50.00

Subject Area: Constitutionalism

Intended Users: Teachers

This videocassette presents a session held at the NCSS annual meeting in November 1986. The session featured an address by former Chief Justice Warren E. Burger, followed by a panel discussion moderated by Bill Moyers. Participants in the panel included Representative Lindy Boggs, NEH Chair Lynne Cheney, and Wayne County (Michigan) Chief Executive William Lucas.

In his opening remarks, Burger stresses the difficulty of writing the Constitution; he also discusses the Articles of Confederation and the Annapolis convention, which preceded the Philadelphia convention. Other emphases in his remarks were the importance of the separation of powers and checks and balances, which were an innovation developed by the Framers. In the panel discussion following Burger's remarks, the groups responded to previously provided teacher questions. For example, one teacher asked how teachers can explain the Constitution to students when the Supreme Court itself often splits over its interpretations. Burger suggested using the "rule of the majority" to deal with students' questions about divided courts. Themes throughout the panel discussion were the vitality and flexibility of the Constitution.

Moyers does his usual admirable job moderating the panel discussion. Like many print volumes of proceedings, however, the videocassette lacks the immediacy of the actual session; without that immediacy, the substance seems somewhat thin. (LS)

158. U.S. CONSTITUTION, THE

Host: Bill Moyers

Publisher: Agency for Instructional Technology

Publication Date: 1987

Materials and Cost: 6 30-minute color video programs, VHS, for members of AIT's consortium of state education agencies, $130.00 per program or $470.00 for one multi-title cassette; for nonmenbers, individual cassettes are $180.00 and multi-title cassettes are $525.00; teacher's guide, softbound, 44 pp, $1.60

Subject Area: Branches of government, constitutional law and civil rights, current issues, federalism

Intended Users: Grades 7-12

Developed in association with Project '87, this series of six 30-minute video programs has been designed to educate junior and senior high school students about how the constitutional principles of equality, liberty, and balance of power apply to their lives. Bill Moyers narrates the documentary segments of the series, bringing to life the events and people who created constitutional history. In each program, he traces the evolution of a key constitutional issue. Then a dramatic story shows teenage characters grappling with the same issue, such as equal access to schools or age discrimination. The dramatic episodes are open-ended to raise questions for discussion and study. Students are encouraged to see constitutional government as an ongoing process in which they are involved, rather than a set of static rules. According to the series chief content consultant, John Patrick, "we show how people have used the Constitution to make a difference, to right wrongs, to improve conditions." To illustrate how issues are treated, consider segment 3, "Separation of Powers with Checks and Balances." Moyers discusses past crises, such as President Truman's takeover of private steel mills and the fuel-oil shortage of 1980, to show how the three branches of government balance each other even in times of crisis. In the dramatic segment, a teenager learns about the complex interactions of the judicial, executive, and legislative branches of government when she discovers that an important nesting place for sea birds may become a government-assigned nuclear waste dump.

A brief teacher's guide is provided with the series. For each program the guide provides an introduction to the main idea, a program summary, discussion questions, and suggested readings. (LH)

159. U.S. CONSTITUTION, THE: A DOCUMENT FOR DEMOCRACY

Narrator:	Bill Kurtis
Publisher:	Society for Visual Education
Publication Date:	1986
Materials and Cost:	25-minute color videotape plus a one-page teacher information guide, $59.00
Subject Area:	Convention
Intended Users:	Grades 7-12

Narrated by CBS News correspondent Bill Kurtis, this new 25-minute videotape provides a straightforward and factual narrative on the historical period surrounding the framing of the U.S. Constitution and compromises needed before an agreement could be reached by those attending the constitutional convention. Using a series of historical paintings, photographs of historic documents, and quotes from the popular press of the day, the program manages to give a chronological account of events using primary source materials. When specific names are used or quotations given, characters from well-known paintings are isolated to personify the characters and help students "visualize" the personalities of those who struggled to create the Great Compromise. Attention is frequently drawn to the adverse physical conditions that the Framers worked under, the diverse viewpoints and many compromises needed to reach agreement, and the frustration felt by those Framers who did not agree with some of the final results.

The program is intended for junior and senior high school students. It is appropriate for traditional American government, civics, and/or U.S. history courses, since it portrays not only a chronology of historical events but also factual information on the branches of government and the guarantees provided later in the Bill of Rights. A one-page information sheet for teachers accompanies the tape program. This teacher information provides objectives, a summary, and five follow-up questions and activities.

The program is well-done. Though it has no gimmicks to make it "fun," reliance on historic paintings and the Constitutional document itself to tell the story make the program somewhat timeless. Although more substantial teacher material would be desirable, the questions provided seem fairly high level and the activity ideas involve high levels of student involvement. Questions such as "Was it a good idea for the delegates to keep the business of the convention secret?" offer obvious cues for the comparison of colonial issues with issues facing the nation today. Activities such as "Have the class draw up a constitution for a fictional, newly independent nation," although offering little in the way of specific guidelines, reflect attempts by the publisher to avoid traditional lists of meaningless recall questions. (LH)

160. WE THE PEOPLE: A FOUR-PART TELEVISION SERIES PRODUCED FOR PBS

Developers:	KQED-TV and American Bar Association
Publisher:	Films for the Humanities
Publication Date:	1987
Materials and Cost:	4 52-minute color videotapes, $179.00 per segment/off-air taping license, $125.00; all four videotapes, $649.00 (includes teacher's guide)
Subject Area:	Amendments, constitutional law and civil rights, current issues, federalism
Intended Users:	Grades 8-12, adults

This videotape series, originally produced for television, examines the impact of the Constitution on contemporary American life. The opening program, "Free to Believe," shows how the First Amendment rights of speech, assembly, and religion have allowed a variety of opinions to flourish in America. The second program, "What Price Equality?" focuses on Yonkers, New York, as it struggles with court-ordered desegregation of its schools and public housing. The program also deals with sex equity issues. "Law and Order," the third program, highlights the clash between the rights of the individual and the need for order in society by showing clips of Boston police setting up road blocks to discover drunk drivers and resulting arguments that constitutional liberties were being infringed upon. The final program, "Who's in Charge?" deals with issues of federalism, particularly issues regarding difficulties in formulating national policy in a system of separated powers.

The teacher's guide is designed to be used with students in grade 8 and above, or with adults in community-based programs. The guide includes background information, teaching strategies, and resource listings and provides previewing and post-viewing activities.

Also planned as a companion volume to the videotape series is a book, *We the People—The Constitution in American Life* (by Robert S. Peck). This publication focuses on basic constitutional issues in American contemporary life. Using real controversies, famous benchmark Supreme Court cases, and historic events, the text and illustrations relate to such topics as freedom of conscience and expression, judicial power and equality, right of the accused, problems of government, and place of our Constitution in society.

Having viewed the first two films of the series on public television, it is this reviewer's opinion that the series is thought-provoking and action-oriented; it does a good job of linking issues back to constitutional provisions. The films are very similar to most high-interest documentaries of our day and should appeal to most secondary students. The accompanying teacher's guide is an excellent tool for embellishing upon the series and making it more than just television viewing. The topics covered in the video series and accompanying print materials are an appropriate starting place for a number of law-related education lessons and lessons in civics and American government. (LH)

MATERIALS NOT RECEIVED IN TIME FOR INCLUSION

PRINT

Beeman, Richard, Stephen Botein, and Edward Carter. *Beyond Confederation: Origins of the Constitution and American National Identity.* Chapel Hill, NC: University of North Carolina Press, 1987.

Barron, Herome A., and C. Thomas Dienes. *Constitutional Law in a Nutshell.* St. Paul, MN: West, 1986.

Farrand, Max. *The Framing of the Constitution of the United States.* New Haven, CT: Yale University Press, 1987 (originally published in 1913).

Farrand, Max, ed. *The Records of the Federal Convention of 1787.* 4 vols. New Haven, CT: Yale University Press, 1987.

Hyneman, Charles S., and Donald S. Lutz. *American Political Writings During the Founding Era, 1760-1805.* 2 vols. Indianapolis, IN: Liberty Fund, 1983.

Kurland, Philip B., and Ralph Lerner, eds. *The Founders' Constitution.* 5 vols. Chicago: University of Chicago Press, 1987.

Levy, Leonard, ed. *The Encyclopedia of the American Constitution.* 4 vols. New York: Macmillan, 1986.

Madison, James. *Notes of Debates in the Federal Convention of 1787.* Edited, with an introduction by Adrienne Koch. Athens, OH: University Press, 1985.

New York State Bar Association. *Law Studies* xii, no. 1 (Spring/Summer, 1987).

Smithsonian Institution. *Art to Zoo: The Constitution Lives! How It Protects Your Rights Today.* Washington, DC: Smithsonian Institution, Office of Elementary and Secondary Education, September, 1987.

Storing, Herbert J., and Murry Dry. *The Complete Anti-Federalist.* 7 vols. Chicago: University of Chicago Press, 1982.

The U.S. Constitution in the Guide to American Law. St. Paul, MN: West, 1986.

Utah State Office of Education. *Happy Birthday Constitution!* Salt Lake City, UT: Utah State Office of Education, 1987.

West Publishing Co. *The Guide to American Law: Everyone's Legal Encyclopedia.* 12 vols. St. Paul, MN: West, 1985.

White, Stephen W. *National Forum: Toward the Bicentennial of the Constitution.* Fall 1984.

NONPRINT

CloseUp Foundation. *The Constitution and Foreign Policy.* Arlington, VA: CloseUp Foundation, 1987. (video)

CloseUp Foundation. *The Constitution as a Living Document.* Arlington, VA: CloseUp Foundation, 1987. (video)

Little, Timothy. *The Chin Tragedy: A Microcomputer Case Study on Street Violence.* East Lansing, MI: Michigan State University, 1987. (software)

Little, Timothy. *The Death Penalty: A Study in Inequity?* East Lansing, MI: Michigan State University, 1987. (software)

Little, Timothy. *Kotko v. Briney: A Microcomputer Case Study on the Question of Property Rights and the Use of Deadly Force.* East Lansing, MI: Michigan State University, 1987. (software)

CHILDREN'S LITERATURE WITH STRONG LAW-RELATED CONTENT*

by Alita Z. Letwin

Law-related curriculum resources are already in your children's hands, on your classroom reading table, and in the school library.

What are these resources? The books, poems, and stories your children read every day. Many of these develop children's legal literacy by focusing on questions of justice and fairness, freedom and equality, rights and privacy, property and dignity, civic responsibility, and participation. All are enduring concerns of humankind and fundamental concerns of the law and of our legal and political institutions.

Literature explores these issues in forms that bring enjoyment as well as enlightenment. Literature broadens perspectives and heightens awareness of one's own and other's feelings and outlooks. Using these resources to extend law-related understandings can, in turn, awaken an interest in literature itself.

To ensure that children are not glossing over the rich law-related content in their reading, teachers need to step in. They need to help the children step back from the story line, the characters, and the action to identify and reflect on the basic issues being addressed.

In the following listing, major law-related concepts developed in each book are given along with a brief description of the story line and the appropriate grade level. The books were carefully selected to (1) develop children's legal literacy by presenting legal concepts and issues accurately and well; (2) represent good literature (that is, they are generally well-written and have sensitive, believable characters and involving plots); (3) present varied cultural experiences and perspectives; (4) depict males and females in a variety of situations and roles, and so do not perpetuate sex-role stereotypes. Teachers will probably enjoy these books as much as the children will.

The Little Red Hen. Any version. (Grade Level: K-2; Concepts: Justice, Responsibility)

This is the classic tale of the hen that found a grain of wheat and was refused help by all the barnyard animals at every stage of its planting and growth. The only time they were willing to help was in the eating of the bread which she had baked from her harvest. But the Little Red Hen was not willing to share the rewards of labor her friends had avoided. A wonderful story to contrast with *Frederick* and *The Best of the Bargain*.

Frederick. Leo Lionni. New York: Pantheon, 1967. (Grade Level: K-2; Concepts: Justice, Responsibility, Diversity)

It was time for the field mice to gather a store of food for the coming winter. They all worked diligently—all except Frederick. When asked why he wasn't working, Frederick replied that he was gathering sun rays and bright colors and words to brighten up the cold, long winter days. When winter arrives, Frederick is called upon to contribute his supplies to the group's well-being, and indeed he does. Was he acting responsibly? Was it fair that he did not participate in the same way as the others? What role does diversity play in society? Does everyone have to contribute in the same way? These are just a few of the questions this delightful story raises.

Goldilocks and the Three Bears. Any edition. (Grade Level: K-2; Concept: Ownership)

This fairytale of a "break-in" can lead to some interesting discussions about ownership and property rights. It also allows students to invent alternative endings or to role play a possible court hearing with Goldilocks and the bears telling their version of the story to a judge.

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That Man is Talking to His Toes. Jackquie Hann. Bristal, FL: Four Winds Press, 1976. (Grade Level: K-2; Concept: Justice)

As in a popular circle game called "telephone," a statement passed from one person to another is changed slightly with each telling until the original meaning is completely altered. In this version, however, the message accidentally regains its original meaning. A wonderful way to have children look at rumor, the unreliability of hearsay evidence and the need for procedural safeguard to insure fairness.

The Best of the Bargain. Janina Domanska. New York: Greenwillow Books, 1977. (Grade Level: K-3; Concept: Justice)

A wonderful picture book to team with *The Little Red Hen* and *Frederick*. In this folktale, Okek the fox and Hugo the hedgehog decide to share the crops they grow in their orchard and field. But the hedgehog tricks the fox with an ingenious question and ends up with the entire yield of the field plus half of the orchard's fruit crop. A judge is called to settle their dispute, and again the hedgehog uses tricks to outwit his opponent. But who wins in the end? And was it fair?

Amy and the Cloud Basket. Ellen Pratt. Carrboro, NC: Lollipop Power, 1975. (Grade Level: K-3 to adult; Concept: Diversity)

The citizens of the town of Pan climb the surrounding mountains twice a day to cover and uncover the moon and sun with clouds. By tradition, men do the cloud gathering and women to the covering and uncovering – until Amy McClune decides to try her hand at "men's work" and Panites discover that traditions can be altered without dire consequences. Told in delightful verse, and illustrated with a multiracial populace, this book provides an enjoyable means of raising questions about sex-role expectations and the role of rules, laws, and customs in broadening or narrowing such expectations.

Wagon Wheels. Barbara Brenner. New York: Harper and Row, 1978. (Grade Level: K-3; Concepts: Freedom, Authority)

Based on a true story, this tells of a father and his three young sons, part of the thousands of black pioneers who left the South after the Civil War to take advantage of the Homestead Act. After living in a dugout house in the Kansas prairie during a severe winter, the father decided to push on to find more habitable conditions; and he left the boys to care for themselves. This they do with the aid of their neighbors and their strong sense of responsibility for each other. When the father sends for them, they must travel 150 miles on their own. Their father's trust inspires them, as does their desire to put their feet on "free land." This book is remarkably well written and informative for one written as an "easy" reader.

Oliver Button Is a Sissy. Tomie de Paola. New York: Harcourt Brace Jovanovich, 1979. (Grade Level: K-3; Concepts: Freedom, Diversity)

Oliver was taunted by the boys in his school because he didn't like to do "boy things." He enjoyed reading and painting, dressing up, and dancing. It was his tap dancing, however, that changed everyone's mind. Freedom of choice and the richness of diverse interests, as well as freedom from stereotypic sex-linked activities, are some of the concepts underlying this story.

A Treeful of Pigs. Arnold and Anita Lobel. New York: Greenwillow, 1979. (Grade Level: K-3; Concepts: Justice, Responsibility)

The farmer had a wonderful idea: buy some piglets. He quieted his wife's concern that there would be too much work by promising to share in the labor. However, he was a lazy farmer, and soon his wife found her fears confirmed. She tried all sorts of tricks to obtain her husbands' help to no avail. Until one day...

"I Can't," Said The Ant. Polly Cameron. New York: Coward-McCann, 1961. (Grade Level: K-3; Concepts: Participation, Responsibility)

An ant comes across a teapot with a broken spout on the kitchen floor. At the urging of various kitchen utensils and food items, the ant tries unsuccessfully to lift the teapot to the countertop. She enlists the aid of other ants and two spiders, and together they create a pulley and sling lifting the teapot while the kitchen items give advice and encouragement. Humorous and clever verse. The story allows students to examine different kinds of participation.

My Dog Is Lost. Ezra Jack Keats and Patt Cherr. New York: Crowell, 1960. (Grade Level: K-3; Concepts: Cooperation, Participation, Diversity)

Juanito has just moved from Puerto Rico to New York. He is miserable. Besides finding himself in a strange environment, unable to speak the language, he has also lost his dog. He is helped in his search by a Spanish-speaking bank clerk, two Chinese youngsters, an Italian boy, two Anglo girls and two black children. Successful in their search, they return home with a sense of accomplishment and newly developed friendship.

The Hundred Dresses. Eleanor Ester. New York: Harcourt, 1944. (Grade Level: K-3; Concepts: Diversity, Equality, Responsibility)

A young girl of a Polish immigrant family from the "wrong side of the tracks" is taunted by her classmates. They discover too late that her claim to have 100 dresses is not idle bragging, but a result of an extraordinary talent. Openly discusses the children's prejudice based on ethnicity and economic status.

The Shrinking of Treehorn. Florence P. Heide. New York: Holiday House Publishers. (Grade Level: K-3; Concepts: Authority, Responsibility, Rulemaking)

Full of whimsy, this very special story functions on several levels of meaning, capturing the dilemma of a small boy's realities and the detached response of the authority people of his world; a provocative story for children and adults. Children find this a very moving, sometimes saddening story. Seems to connect with the child's world. The thumbnail sketches of mother, father, teacher, and principal are dazzling.

Anasi, The Spider (an Ashanti folktale). Gerald McDermott. New York: Holt, Rinehart and Winston. (Grade Level: K-3; Concepts: Authority, Responsibility, Rulemaking)

An excellent story about power and people's feelings about a person with power. Fulfilling responsibility in terms of rewards and benefits is a second important theme conveyed in this story.

The Tale of Peter Rabbit. Beatrix Potter. New York: F. Warne & Co. (Grade Level: K-3; Concepts: Authority, Responsibility, Rulemaking)

Ah. The many messages in these tales! We all surely know this tragic episode: Peter told not to venture near McGregor's garden, the chase and narrow escape. So many levels of meaning to pursue but mostly importantly, the story provides a vehicle for children to talk about and compare these experiences with incidents in their own life. What about the rule, "Don't go near McGregor's garden!" Did Peter intend to break the rule? Was the rule a necessary one? Did Peter need someone's help in keeping the rule? Touches on the problems many children have in meeting adult expectations, and of being judged as "bad" or "naughty" when they really intend to follow the rules.

The Cat in the Hat. Dr. Seuss. New York: Random House, 1957. (Grade Level: K-3; Concepts: Authority, Responsibility, Rulemaking)

Absence of authority in this story leads to reasoning about why we need authority. Two children are alone and bored on a rainy day, when the cat in the hat appears and asks to come in. "Sally and I" don't know what to do since their mother is away. Their goldfish warns them not to let the cat in. The cat, however, is very persuasive and bold and in he comes. He also brings Thing One and Thing Two and bedlam reigns, stopped only when the little boy finally acts and captures the things with his butterfly net. The Cat helps to clean up the same mess and when the mother returns all is quiet. Fear and fantasy are blended here. Might discuss why they were fearful of their mother's return.

Yertle the Turtle. Dr. Seuss. New York: Random House, 1958. (Grade Level: K-3; Concepts: Authority, Responsibility, Rulemaking)

A very simple almost folklore story of the misuse of authority; also shows authority depends upon consent of the governed. Yertle the Turtle King makes a pile of all the other turtles so that he can see and thereby rule over, the world outside his pond. He insists that the other turtles remain in the pile even when they complain of hunger and pain. Children are very fond of this tale and the issues it raises regarding fairness and the misuse of power by the authority person.

Shiver, Gobble and Snore. Marin Winn. New York: Simon & Schuster, 1972. (Grade Level: K-3; Concepts: Authority, Responsibility, Rulemaking)

Shiver, Gobble, and Snore are three fanciful types whose plight with an abusive king leads them to a land where there are no laws. It's then that they begin to discover why people need laws. Provides a delightful base for early conceptualizing about the reasons for rules and what rules/laws do in helping people live together.

The Big Orange Splot. Manus Pinkwater. New York: Hastings House, 1977. (Grade Level: K-4; Concepts: Diversity, Freedom, Property)

On a street where all houses look alike, one person paints his home to reflect his fantasy, interests, and creativity. At first his neighbors rebel at this unexpected non-conformity, but one by one they join him in expressing their individuality.

Stevie. John Steptoe. New York: Harper and Row, 1969. (Grade Level: K-4; Concept: Responsibility)

Stevie is resentful when his mother undertakes to babysit the younger child of a friend and he finds himself with new responsibilities. Yet when the child leaves for good, Stevie misses him. An excellent example of some of the benefits and burdens of responsibility. The language poetically reflects the black family setting of this warm story.

Horton Hatches the Egg. Dr. Seuss (Geisel). New York: Random House, 1940. (Grade Level: K-4; Concepts: Responsibility, Justice, Property)

"An elephant's faithful one hundred percent" is well known cry of Horton the elephant. In this tale a lazy bird inveigles Horton into keeping an egg warm. Horton sticks to his task in the face of enormous obstacles. Just before the egg hatches, the mother returns to reclaim her property. But justice triumphs. Or does it?

The Fence. Jan Balet. New York: Delacorte, 1969. (Grade Level: K-4; Concepts: Justice, Property)

In a small Mexican town, a rich family takes a poor family to court on charges that the poor family is stealing the smell of the rich family's food. The trial ends when the poor man offers "fair payment." While the situation seems far-fetched it raises the question of whether or not non-tangible things such as ideas, names, or air can be owned. Beautifully illustrated depiction of Mexican village life.

The Ugly Duckling. Hans Christian Anderson. Any version. (Grade Level: K-4; Concept: Diversity)

The classic story of the ugly duckling who is shunned because he is different from others serves as a good basis for discussion of how society should view diversity – as something to be tolerated, appreciated, or rejected?

Tico and the Golden Wings. Leo Lionni. New York: Pantheon, 1964. (Grade Level: K-4; Concepts: Diversity, Equality)

Tico is a bird born without wings. The other birds treat him kindly until he is granted a wish and magically is given a pair of golden wings. Tico is criticized for wanting to be different and is ostracized by his former friends. Tico discovers that if he gives one of his golden feathers to someone in need, a new black feather grows in its place. He soon has black wings like the other birds and is welcome back into the fold. However, he reasons that each bird still has individuality since they have different experiences and different dreams. While the story ends "happily" it raises the question of tolerance for diversity.

I'll Fix Anthony. Judith Viorst. New York: Harper Crest, 1969. (Grade Level: K-6; Concept: Justice)

A young boy's fantasies of how he will make up for present "humiliations," by getting even with his older brother when he is a few years older.

Hawk, I'm Your Brother. Byrd Baylow. New York: Scribner, 1976. (Grade Level: K-6; Concept: Freedom)

A young Native American child longs to fly. He captures a hawk, but seeing its misery, gives it freedom. He feels that his spirit soars in brotherhood with the bird and his own appreciation for freedom is heightened.

My Mother and I Are Growing Strong. Inez Mallry. Berkeley, CA: New Seed Press, 1978 (text in English and Spanish) (Grade Level: 1-4; Concepts: Justice, Equality, Responsibility, Privacy, Property)

Emilita's father is sent to prison when he gets into a fight that results in an injury. The fight occurs when someone mistakenly tries to repossess the father's truck, and then expresses prejudice against Latinos. In the father's absence, Emilita and her mother Lupe take over his gardening jobs. Both "women" discover that they can not only handle the jobs well, but deal in a variety of other difficulties with growing confidence. The magic of this book is that it takes a subject that could be distressing and yet, told through the eyes of the child in a straightforward manner, it ends up being warm and positive – even upbeat. The book raises a wide variety of issues: the role of prisons, sex-role expectations, responsible behavior, confidentiality, prejudice toward minorities, ownership rights, self-defense – issues that can be the basis of many fruitful discussions. The bilingual text is an added plus. This is an unusual and loving book.

Evan's Corner. Elizabeth Starr Hill. New York: Holt, Rinehart Winston, 1968. (Grade Level: 1-4; Concepts: Privacy, Justice, Diversity)

A young boy who lives in a small inner-city apartment, longs for a place he can call his own. His mother suggests that he rope off a corner of the living room as his private space and that he decorate it and furnish it with things that are meaningful to him. He does so and finds that there are advantages and disadvantages to the privacy he has created for himself.

The Egg. Aliki. New York: Pantheon, 1969. (Grade Level: 1-4; Concept: Justice)

Based on a Greek folktale, this story involves a court hearing, a clever lawyer, and the basic question of whether cooked eggs could ever hatch. Delightfully told and illustrated.

Wingman. Manus Pinkwater. New York: Dodd, Mead & Co., 1975. (Grade Level: 2-4; Concepts: Equality, Diversity)

Donald Chen was the only Chinese student in P.S. 132, and he was the poorest. Both facts caused him to be shunned by both students and teachers and drove him to truancy and escape in comic-book fantasy. In one such fantasy he meets Wingman: in a cape of feathers, resplendent in armor, and as Chinese as Donald. Silently, Wingman carries Donald off to soar over China for a glimpse of his heritage. That experience, plus a new teacher who recognizes his talent for drawing, brings bout some profound changes for Donald and his classmates. Pinkwater makes you *feel* the effects of prejudice without a word or preaching.

The Legend of Scarface. Robert San Souci. New York: Doubleday, 1978. (Grade level 2-4; Concepts: Authority, Responsibility)

This is a retelling of a Blackfeet Indian myth, beautifully illustrated. A young man, called Scarface because of a birthmark, falls in love with his chief's daughter. She recognizes his kindness and honesty; and, in spite of his lack of handsomeness and wealth, she returns his love. However, she has promised the Sun, father of all, that she would never marry. So Scarface goes to seek out the Sun to ask him to release the maiden from her promise. In the course of his quest, he saves the life of the Sun's willful son, disregarding his own danger. In return for his taking such responsibility, the Sun grants his wish. The authority of religion and custom over people's behavior is but one underlying issue that this story raises while it introduces aspects of another culture.

The Pair of Shoes. Aline Glasgow. New York: Dial Press, 1971. (Grade Level: 2-5, to adult; Concepts: Responsibility, Justice, Ownership, Cooperation, Diversity)

A poor Jewish family lives in a small Polish town at the turn of the century, sharing one room, one cow, and one pair of shoes. The shoes had belonged to the father, but now are worn when necessary by his three children, aged 12, 19, and 9. The sharing process is not a smooth one, and the one pair of shoes becomes a symbol of self-worth and maturity in addition to providing warmth and comfort. A crisis forces all in the family to reexamine what they value, and provides the opportunity to discuss many questions relating to the concepts listed above – that is, if anyone can talk through the tears that this tender, moving, and loving story evokes.

The Judge. Harve Zemach. New York: Farrar, Straus and Giroux, 1969. (Grade Level: 2-6; Concepts: Justice, Freedom)

In this short picture book, a judge arrogantly ignores five defendants' claims that a monster is approaching the town. He jails them for lying, for refusing to change their story, etc. Of course, the monster appears and promptly eats the judge, while the defendants are freed. The story raises questions of fair procedures and of freedom of speech in a wonderfully humorous manner.

J.T. Jane Wagner. New York: Van Nostrand and Reinhold, 1969. (Grade Level: 2-6; Concepts: Responsibility, Justice, Property)

This book was based on a television drama, and the photo illustrations come from the TV production. It is an extremely sensitive portrayal of a black, poor, urban child and his love for a cat. J.T. charges food for the cat without his mother's knowledge. This situation plus his involvement in an incident of stealing and school problems, adds to his overburdened mother's frustrations. His grandmother's warmth and love, and that of others in the community, help him deal with his feelings of despair. The book is an excellent source for raising issues of law-breaking, property, responsibility for self and others.

The Sorely Trying Day. Russell and Lillian Hoban. New York: Harper and Row, 1964. (Grade Level: 2-6; Concepts: Responsibility, Authority, Justice)

The father of this victorian family returns home from a trying day to find each of his children blaming the other for a series of mishaps. The father, in true authoritarian fashion, punishes them all. Each child owns up to his or her own responsibility, and though the father refuses to withdraw the punishment, he softens it. There is a clever twist to the ending.

The strength of the book lies in its clear presentation of the concepts, clever language, and enjoyable ending. The weaknesses include the authoritarian nature of the father-dominated household, the passive role of the mother, the blame and punishment handling of problems and some difficult language for younger children. But the negative aspects can be put to good use if they serve as the basis for questions and discussion.

The Case of the Stolen Bagels. Hilda Colman. New York: Crown, 1977. (Grade Level: 3-4; Concept: Justice)

All the evidence pointed to Paul as the bagel thief. But circumstantial evidence is not always correct, as Paul proves in this mystery story. "It's not fair!" is repeated often, presenting an opportunity to discuss what constitutes "fairness."

Project Cat. Nellie Burchardt. New York: Watts, 1966. (Grade Level: 3-5; Concept: Authority, Participation, Justice)

A group of children find a stray cat near their housing project. Since pets are not allowed in the project, they try to tend it outside. With the coming of winter, they decide to work together to change the rule prohibiting pets by collecting signatures on a petition to the city council and the mayor. After a presentation to the council, the rule is changed. Somewhat simplistic. But a good way to introduce government functions and grass roots participation. The children are racially integrated and the writer says that the story is based on a true incident.

Hugo and Josephine. Maria Gripe. New York: Delacorte, 1962. (Grade Level: 3-5; Concept: Authority)

Hugo is independent. Without harming others he does what he wants to do: repulses, bullies, and even defies the teacher. He proves a delightful companion to mischievous Josephine – and raises issues of individuality and the role of authority.

Did You Carry the Flag Charlie? Rebecca Caudell. New York: Holt, Rinehart and Winston, 1966. (Grade Level: 3-5; Concepts; Authority, Responsibility, Individuality)

Charlie is a curious child from rural mountain country. When he begins school he has difficulty keeping his curiosity from interfering with school routines. The teachers try to find a way of keeping his inquisitiveness alive without disrupting school activities. There is a nice blend of allowing for difference while trying to create a climate for learning.

Charlotte's Webb. E.B. White. New York: Dell, 1952. (Grade Level: 3-5; Concepts: Responsibility, Participation)

This classic tale of the efforts of a group of barnyard residents to save the life of Wilbur, the pig, offers many opportunities to discuss the responsibility of members of a community toward each other and differing ways people participate to reach a common goal.

Train Ride. John Steptoe. New York: Harper and Row, 1971. (Grade Level: 3-5; Concepts: Responsibility, Justice, Authority)

A group of young boys from Brooklyn take a subway ride to Manhattan without their parents' permission. Upon their return they all are punished, but the memory of their adventure is still sweet. Did the children behave responsibly? Was it fair that they were punished? As in all his writing, Steptoe uses the language of the black community with a sensitive and loving touch.

The Real Thief. William Steig. New York: Farrar and Strauss, 1973. (Grade Level: 3-6; Concepts: Justice, Authority)

Gawain the Goose guards the king's treasure. When the treasure begins to disappear, Gawain is found guilty of theft on circumstantial evidence. The real thief, a field mouse who had used the treasure to brighten his poor dwelling, has to decide what to do. Without revealing his own thievery, he finds a way to clear Gawain's name. Very well written, with an unexpected "just" ending. Vocabulary is difficult for younger children, though it could be read to grades 2 and 3.

Song of the Trees. Mildred Taylor. New York: Dial, 1975. (Grade Level: 3-6; Concepts: Justice, Property, Dignity, Equality)

This is a superb story of a black family in the 1930s in Mississippi and their struggle to save the trees on their property from a white man's attempt to take them through intimidation. The story manages to convey the dignity of the family without idealization and the suspenseful ending and excellent characterization holds the student's interest. It also serves to broaden the perspectives of students who know little about conditions in the South during this period.

Akavak, An Eskimo Journey. James Houste. New York: Harcourt, 1968. (Grade Level: 3-6; Concepts: Responsibility, Authority)

A young man takes his grandfather on a promised long journey to visit a relative. Because of the difficulty of travel in the Arctic, the boy has to take on unusual responsibilities. The authority vested in custom is clearly stated, and could serve as the basis for comparing the authority of customs in various cultures.

The Monster in the Mailbox. Sheila Gordon. New York: Dutton, 1978. (Grade Level: 3-5; Concepts: Justice, Responsibility)

How often has it happened to us all? We've sent away for something that looks absolutely splendid, only to have it take weeks to arrive. And then: it is a shoddy imitation of its picture! In this tale, a youngster fights back, and we cheer him on for showing such gutsy consumer awareness.

Sidewalk Story. Sharon Bell Mathis. New York: Viking, 1971. (Grade Level: 4-5; Concepts: Participation, Justice)

Lilly Etta's best friend's family is being evicted and no one seems to be doing anything about it. Remembering that newspaper and television publicity had helped in another eviction case, Lilly Etta tries to get such publicity again. What should happen if people cannot pay rent? What avenues are open to families in need? How can people participate effectively in bringing about change? Discussion of these and other questions can be stimulated by this story. It sympathetically captures the urgency and anxiety of the situation.

Twenty and Ten. Claire Huchet Bishop. New York: Viking Press, 1952. (Grade Level: 4-6; Concepts: Justice, Freedom, Responsibility)

Twenty French children help to hide and protect ten Jewish refugee children during the German occupation in World War II. They do so at peril to their own safety, and the safety of the nun who teaches them. Through ingenuity, and the cooperation of all 30 children, the Nazi's are foiled. Based on a true story. An excellent introduction to the events of World War II and the resultant Holocaust.

Tuck Everlasting. Natalie Babbitt. New York: Farrar, Straus, Giroux, 1975. (Grade Level: 4-6; Concepts: Privacy, Responsibility)

The Tuck family has chanced upon a spring whose water gives everlasting life. Deciding that such a spring could have dire consequences for the world, the family decides to keep it secret. Then in the summer of 1888, the spring is discovered by 10 year old Winnie Foster. This book is written as an adventure story including a kidnapping, murder, and a jail-break. The issues posed in this story, combined with those raised by new discoveries which could extend and/or create life, could lead to an examination of what constitutes scientific responsibility and who should participate in scientific policy making.

Journey to Topaz. Yoshiko Uchida. New York: Scribner's, 1971. (Grade Level: 4-6; Concepts: Justice, Diversity, Freedom, Equality, Authority)

The internment of the Japanese during the Second World War is a controversial event that poses many fundamental legal and moral questions. This account of one family's experiences is a sensitive introduction to the impact of the relocation of an 11 year old, her parents, and her college-aged brother. It helps put difficult abstract questions into recognizable human terms.

Road to Agra. Aimee Sommerfelt. Torrance, CA: Criterion, 1961. (Grade Level: 4-6; Concept: Responsibility)

A young boy finds that he is the only one who can take his seven-year-old sister on a 300 mile trip in India in order to find a doctor who can save his sister's eyesight.

Shoeshine Girl. Clyde Bulla. New York: Crowell, 1975. (Grade Level: 4-6; Concepts: Authority, Responsibility, Diversity)

A ten-year-old girl is sent to spend the summer with her aunt when her parents find her hard to handle. Refused an allowance, she finds a job helping at a shoeshine stand – and soon finds that she has to take unusual responsibility for one so young. She doesn't like it, but she comes through with heightened self-esteem. The girl is spunky and real.

And Now Miguel. Joseph Krumgold. New York: Crowell, 1953. (Grade Level: 4-6; Concepts: Responsibility, Participation)

This Newberry Award winner is a beautifully written account of the life of a Mexican-American family raising sheep in New Mexico. The 12-year-old son is determined to go with the older men to the mountains even though his family feels he is too young. The way the family works together, the shifting of responsibilities when necessary, and the family warmth are presented with excitement.

Meaning Well. Sheila Cole. New York: Watts, 1974. (Grade Level: 4-6; Concepts: Diversity, Responsibility)

The 6th grade girl and her relationships to others in her class raises the dilemma of whether to go along with the crowd to please those who are popular even if it conflicts with one's own principles. The conflict is difficult for one of the children caught in this dilemma and it ends in deeply hurting a shy, sensitive girl whose unorthodox family situation makes her more vulnerable.

Ellen Grae. Vera and Bill Cleaver. New York: Lippincott, 1967. (Grade Level: 4-7; Concepts: Responsibility, Justice, Privacy)

Beautifully written story about an 11-year-old girl who befriends a slightly retarded adult. He reveals to her that, unlike the generally held belief that his parents had abandoned him years before, he had buried his parents in a swamp. He claims that the parents had attempted to kill him with poisonous snakes but had been bitten themselves. Ellen is faced with the choice of telling the authorities or keeping her friend's secret.

The Great Brain Reforms. John Fitzgerald. New York: Dial, 1973. (Grade Level: 4-7; Concepts: Authority, Justice)

A young "con artist" in a small Utah town is finally forced to face his peers' wrath when they bring him before a mock trial, to face charges of lack of responsibility, placing money before life and thievery. All the characters have charm, including the dependent, who is shocked to learn of the depth of feeling against him.

The Maldonado Miracle. Theodore Taylor. New York: Doubleday, 1973. (Grade Level: 4-7; Concepts: Justice, Authority, Responsibility, Diversity, Equality)

This wonderful book includes so many issues that the first task asked of students might be to identify them all. A 12-year-old Mexican boy is brought across the U.S. border illegally. Plans to join his father go awry and he has to fend for himself while working in the fields of California. His subsequent encounters are told with the excitement of an adventure story and the characterization of a good novel. Besides depicting the life and fears of some illegal aliens, the story involves a dying mission town, a skeptical priest, and a false miracle. The issues that this book poses could lead to weeks of analysis, discussion, and policy making.

Bridge to Terabithia. Katherine Paterson. New York: Crowell, 1977. (Grade Level: 5-7, to adult; Concepts: Responsibility, Privacy, Diversity, Justice)

A beautifully written story of a friendship between two fifth-graders, a boy and a girl, from completely different backgrounds. The story focuses on difficulties faced in girl-boy friendships, retribution for wrongs done to others, the role of privacy and confidentiality in relationships, and, most strongly, responsibility for other's actions and well-being. The story ends in the death of one of the children, and the resultant fear, sorrow, guilt, and anger felt by the other. The final note is hopeful, stressing what had been gained by the relationship between the two. This Newberry Award winner could be read to younger children: for while its subject matter is serious, it is written with great sensitivity and skill.

The Cartoonist. Betsy Byers. New York: Viking Press, 1978. (Grade Level: 4-6; Concept: Privacy)

Alfie uses an attic hideaway to develop secretly his cartooning talents and to seek peace from the complaints of his mother and the demands of his grandfather. Then he is faced with the loss of his private space. A good springboard for a discussion of the role of privacy in people's lives.

A Chance Child. Jill Paton Walsh. New York: Farrar, Straus & Giroux, 1978. (Grade Level: 5-7; Concepts: Justice, Freedom)

Child labor in the mines and mills of Britain during the Industrial Revolution was a common occurrence, but its impact is different when seen through the eyes of a contemporary child. The author ably accomplishes this trick through the use of fantasy, when a boy named Creep is transported through time. How do our ideas of the rights and responsibilities of children compare with those of that day? What are the reasons for the similarities and differences? Have our ideas about justice for children and responsibility for them altered over the past hundred years? How is this reflected in our laws and practices? This book helps sharpen the focus of such questions.

Night Journeys. Avi (Wortis). New York: Pantheon, 1979. (Grade Level: 5-7; Concepts: Authority, Freedom, Justice)

What is to be done when moral conviction and the law clash? Two characters in this historical novel face this question: Peter York, a 12-year-old orphan, and his guardian, Mr. Shinn, a Quaker Justice of the Peace. The setting is colonial Pennsylvania, and Shinn has been called upon to aid in the capture of two runaway indentured servants, English felons sentenced to servitude in the colonies. Peter eagerly joins the hunt until he discovers that the "felons" are children his own age. Was justice served in their case? Were they justified in seeking their freedom? Is the law's authority paramount? The novel lends itself to discussion of such issues while it presents a well written, gripping adventure. This would be a good book to team with *Huckleberry Finn*, which poses a similar dilemma when Huck is asked to help Jim, a slave, escape to freedom.

Good-bye, Chicken Little. Betsy Byers. New York: Harper and Row, 1979. (Grade Level: 5-8; Concept: Responsibility)

A young boy feels responsible for the death of his uncle, a consistent daredevil. The uncle crosses an ice-covered body of water on a bet, falls in, and is drowned. Despite the fact that the boy warned his uncle of the danger, the realization that he did nothing more to stop him makes the boy feel guilty and ultimately responsible.

Maria Luisa. Winifred Madison. New York: Lippincott, 1971. (Grade Level: 5-7; Concepts: Diversity, Equality)

Maria Luisa, 12, and her younger brother leave their small Arizona town and their ill mother, come to live with relatives in San Francisco. Here Maria Luisa encounters new life styles, more open prejudice and, for the first time, difficulty in school because of her lack of proficiency in English. The year depicted here is one of growth, new friendships, and budding romance. But most of all, she develops a growing appreciation for her cultural heritage and family.

Roll of Thunder, Hear My Cry. Mildred D. Taylor. New York: Dial, 1976. (Grade Level: 5+; Concepts: Freedom, Justice, Equality, Property)

This book, like its predecessor *Song of the Trees* (see above) chronicles events in the life of a black family in Mississippi during the 1930s and their struggle to maintain dignity and independence in the face of discrimination, harrassment, and death. Powerfully written from the perspective of a nine year old girl, the book haunts and inspires. A Newberry Award winner. Readable to children in grades 4 and 5.

My Side of the Mountain. Jean George. New York: Dutton, 1959. (Grade Level: 5-9; Concepts: Privacy, Freedom)

A young teenage boy leaves the growing city to see if he can survive in the wilderness. The story chronicles his feeling of dignity and sense of accomplishment, the close friendship he makes with the animals and people he encounters, and the improved relationship with his father who comes to visit.

Where the Lilies Bloom. Vera and Bill Cleaver. New York: Lippincott, 1969. (Grade Level: 5-10; Concept: Responsibility)

A 14-year-old mountain girl promises her dying father that she will keep the family together and protect her naive and trusting older sister. The clever way she does so against difficult odds and more difficult poverty poses many questions about familiar responsibility.

Sounds and Silences, Poetry For Now. Richard Peck, ed. New York: Delacorte, 1970. (Grade Level: 5-adult)

This collection of poetry is divided into a number of categories: the family, childhood, isolation, identity, realities, illusion, dissent, communication, love, war, pain, recollections.

Huckleberry Finn. Mark Twain. Any version. (Grade Level: 5-adult; Concepts: Responsibility, Freedom)

Huck is faced with the dilemma of making a choice between legal and moral responsibilities, wonderfully described in the chapter "The Rattlesnake Skin Does Its Work." Here he has to make a decision as to whether to help a runaway slave, his friend, Jim and defy the law set forth in the Fugitive Slave Act, or turn Jim over the the authorities, and thence to his "rightful owner." The pros and cons of both courses of action are spelled out in Huck's mind in this chapter, as in Jim's desire for freedom.

ZIA. Scott O'Dell. Boston: Houghton Mifflin, 1976. (Grade Level: 5 + ; Concepts: Freedom, Diversity)

Set in a California mission in the early 1800s, this story tells of a teenage Indian girl's efforts to find her aunt, the lone survivor of a tribe on an off shore island. (The aunt's story was told in O'Dell's novel *Island of the Blue Dolphins*). The narrative reveals an unvarnished and complex picture of mission life while it tells of Zia's adventures and trials. The clash of cultures portrayed in the books offers opportunities to discuss diversity of values and attitudes toward many issues, including freedom.

LITERATURE AND THE CONSTITUTION*

GRADES K-6

Note that some books listed under **Grades 7-12** may also be appropriate for upper elementary students.

Benchley, Nathaniel. *George the Drummer Boy*. New York: Harper and Row, 1977. (Grades K-3, 64 pages)

George was a drummer boy with the King's soldiers when Boston belonged to the British. He wanted to be friends with the people of Boston, but they did not like the soldiers. They shouted and threw things at them. One night, George and the other soldiers were sent on a secret mission. They crossed the river and headed toward Concord. George had no idea that this was the start of the American Revolution.

Benchley, Nathaniel. *Sam the Minuteman*. New York: Harper and Row, 1969. (Grades K-3, 64 pages)

In this exciting book for beginning readers, Nathaniel Benchley describes what it must have been like for a young boy to fight in the Battle of Lexington.

d'Aulaire, Ingri, and Edgar Parin. *Benjamin Franklin*. New York: Doubleday, 1950. (Grades 1-4, 48 pages)

A delightful, well-told account of Franklin's life and deeds. The illustrations include sayings from *Poor Richard's Almanac* on each page. Interesting details and stories enliven this accurate history.

Edmonds, Walter D. *The Matchlock Gun*. New York: Dodd, Mead, 1941. (Grades 4-6, 50 pages)

In this Newberry Award winner, ten-year-old Edward defends his wilderness home and saves his mother's life during the French and Indian Wars.

Fritz, Jean. *And Then What Happened, Paul Revere?* New York: Coward, McCann and Geoghegan, 1973. (Grades 2-6, 48 pages)

Jean Fritz packs this book with the energy and activities of Paul Revere, best known for his ride, but also a silversmith, engraver, and dentist. Paul Revere's ride was more difficult and eventful than most of us know, and this book tells us some of the difficulties Revere and others overcame in April of 1775.

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* Extracted from a bibliography prepared by the Oregon Law-Related Education Program, Marilyn Cover, Director. Used by permission of the publisher.

Fritz, Jean. *Can't You Make Them Behave, King George?* New York: Coward, McCann and Geoghegan, 1977. (Grades 2-6, 48 pages)

King George wanted to be a good king, well-liked by everyone, and he was, until his American subjects objected to his taxes. This book provides a light-hearted yet accurate look at King George III, who once said, "I wish nothing but good, therefore everyone who does not agree with me is a traitor or scoundrel."

Fritz, Jean. *George Washington's Breakfast*. New York: Coward, McCann and Geoghegan, 1969. (Grades 3-8, 48 pages)

George W. Allen was proud of his name and his birthday. He was named for George Washington and he had the same birthday. He wanted to know everything about George Washington. He even got his grandmother to promise she'd cook George Washington's breakfast if he found out what it was, and he was going to find out—no matter what.

Fritz, Jean. *What's the Big Idea, Ben Franklin?* New York: Coward, McCann and Geoghegan, 1976. (Grades 2-6, 48 pages)

Benjamin Franklin, youngest son of a youngest son for five generations, grew up to be an inventor, printer, ambassador, and statesman. In a delightful book filled with little-known and fascinating tidbits, Jean Fritz introduces the reader to one of the most important men of the revolutionary period.

Fritz, Jean. *Where Was Patrick Henry on the 29th of May?* New York: Coward, McCann and Geoghegan, 1975. (Grades 3-5, 48 pages)

Patrick Henry grew up light-hearted and free and didn't really know what he wanted to do with his life. He had what people called a "sending voice," and became a passionate orator of the revolution. Jean Fritz's humanizing look at this great patriot is a delight.

Fritz, Jean. *Why Don't You Get a Horse, Sam Adams?* New York: Coward, McCann and Geoghegan, 1974. (Grades 2-6, 48 pages)

Sam Adams was a man of strong opinions, about clothes (he liked them plain), the King of England (he didn't like him), and horses (he wouldn't ride one). No one expected him to change his mind about clothes or the King, but his friends tried everything they could think of to get him on a horse. This humorous, accurate book sheds light on the leaders and events of our revolution in a fun and readable way.

Fritz, Jean. *Will You Sign Here, John Hancock?* New York: Coward, McCann and Geoghegan, 1974. (Grades 2-6, 48 pages)

Charming, ambitious, and vain, John Hancock's signature on the Declaration of Independence was so large the King didn't need his spectacles to read it. Jean Fritz introduces the reader to a very real patriot and his unique contributions to the revolution and the new country.

Gauch, Patricia Lee. *Aaron and the Green Mountain Boys*. New York: Coward, McCann and Geoghegan, 1972. (Grades K-6, 64 pages)

Based on real people and events in Bennington, Vermont, in 1777, this reader tells how nine-year-old Aaron Robinson helped feed the Green Mountain Boys and how he learned that feeding the army was as important as fighting in a battle.

Gauch, Patricia Lee. *This Time, Tempe Wick?* New York: Coward, McCann and Geoghegan, 1974 (Grades 2-6, 48 pages)

When 10,000 revolutionary soldiers spent the winters of 1780-1781 in Jockey Hollow, Temperance Wick pitched in to help feed and clothe them, even after her father died and her mother fell ill. Then the soldiers mutinied, turning against their officers and stealing from the farmers who had helped them. When two of them tried to steal Tempe's horse, she got mad.

Lawrence, Isabelle. *Touchmark*. New York: Harcourt Brace Jovanovich, 1975. (Grades 4-7, 192 pages)

An orphaned girl living in pre-revolutionary Boston longs to be apprenticed to a pewterer.

Lawson, Robert. *Ben and Me*. Boston: Little, Brown, 1939. (Grades 3-10, 114 pages)

This is the book in which Amos immodestly reveals that he, Dr. Franklin's closest friend and adviser, was largely responsible for the great man's inventions, discoveries, and successes, especially at the French court.

Lawson, Robert. *Mr. Revere and I*. Boston: Little, Brown, 1953. (Grades 3-10, 152 pages)

An account of certain episodes in the career of Paul Revere, as revealed by his horse, Scheherazade, late pride of His Royal Majesty's 14th Regiment of Foot.

Lowrey, Janette Sebring. *Six Silver Spoons*. New York: Harper & Row, 1971. (Grades K-4, 64 pages)

Tim and Debby have a surprise for mother's birthday – a special present made by Paul Revere. But mother is at grandmother's farm near Lexington. Father has gone to help hide guns from the British soldiers. Tim and Debby decide to go to the farm by themselves. They are stopped at the town gates by British soldiers, but an understanding Redcoat officer gives them some kind advice.

McGovern, Ann. *The Secret Soldier, The Story of Deborah Sampson*. New York: Scholastic, 1975. (Grades 4-6, 62 pages)

Deborah Sampson wanted adventure, so she dressed as a man and joined the Continental Army. For a year and a half she hid her true identity, even cutting a bullet out of her own leg to avoid having a doctor examine her. This straightforward telling of a true story is interesting and well-told.

Monjo, F.N. *King George's Head Was Made of Lead*. New York: Coward, McCann and Geoghegan, 1974. (Grades K-6, 48 pages)

Written in verse, this book tells the story of the events leading up to the Declaration of Independence from King George's perspective. The focus of the story is a statue of the king that was erected at the southern tip of Manhattan Island and pulled down on July 9, 1776, to be melted down and made into lead bullets for the Revolutionary army.

Speir, Peter. *The Star-Spangled Banner*. New York: Doubleday, 1973. (Grades K-12, 54 pages)

To the words of the national anthem, Peter Spier has set some of his finest illustrations ever – each glowing with color and each a bit of Americana in itself. The music is provided at the back of the book, including guitar chords. There is also an historical note about how "The Star-Spangled Banner" came to be written.

Van Woerkom, Dorothy. *Becky and the Bear*. New York: Putnam, 1975. (Grades K-3, 45 pages)

Little Becky is left at home to pick huckleberries and stir the hasty pudding while her father and brother go hunting. Unhappy, Becky wishes she could do something brave, too. When a hungry bear smells Becky, she manages to save the pigs and catch the bear single-handedly. A delightful, lively story for beginning readers.

GRADES 7-12

Note that some books listed under **Grades K-6** may also be appropriate for middle school and junior high school students.

Arnow, Harriette. *The Kentucky Trace*. New York: Knopf, 1974. (Grades 9-12, 290 pages)

A novel of the Kentucky mountain country and its people during the American Revolution.

Beatty, John, and Patricia Beatty. *Who Comes to King's Mountain?* New York: Morrow, 1975. (Grades 7-12, 287 pages)

Living in the South Carolina hills in 1780, a young Scottish boy, whose own family is divided between Loyalist and rebel, must decide for himself which side he will follow.

Brady, Esther Wood. *Toliver's Secret*. New York: Crown, 1976. (Grades 5-12, 166 pages)

After her grandfather sprains his ankle, timid ten-year-old Ellen Toliver must dress as a boy and help deliver a message to General Washington. What should have been a straightforward trip is filled with a series of mishaps. Ellen learns that despite her fears, she has courage, intelligence, and imagination.

Collier, James Lincoln, and Christopher. *The Bloody Country*. Bristol, FL: Four Winds Press, 1976. (Grades 5-9, 192 pages)

In the mid-18th century a family moves from Connecticut to Pennsylvania and becomes involved in the property conflict between the two states.

Collier, James Lincoln, and Christopher. *Jump Ship to Freedom*. New York: Delacorte, 1981. (Grades 5-9, 199 pages)

In 1787, a 14-year-old slave, anxious to buy freedom for himself and his mother, escapes from his dishonest master and tries to find help in cashing the soldier's notes received by his father for fighting in the revolution.

Collier, James Lincoln, and Christopher. *My Brother Sam is Dead*. Bristol, FL: Four Winds Press, 1974. (Grades 5-9, 244 pages)

Young Tim Meeker looks on as his Loyalist father and older brother Sam, a rebel partisan, confront each other but can never make much sense of the political controversy.

Collier, James Lincoln, and Christopher. *War Comes to Willy Freeman*. New York: Delacorte, 1983. (Grades 5-9, 192 pages)

A free 13-year-old black girl in Connecticut is caught up in the horror of the Revolutionary War and the danger of being returned to slavery when her patriot father is killed by the British and her mother disappears.

Collier, James Lincoln, and Christopher. *The Winter Hero*. Bristol, FL: Four Winds Press, 1978. (Grades 5-9, 208 pages)

Anxious to be a hero, a young boy relates how he becomes involved in Shays' Rebellion, begun by farmers in western Massachusetts against unfair taxation levied on them by the Boston government.

Edmonds, Walter D. *Drums Along the Mohawk*. Boston: Little, 1936. (Grades 9-12, 592 pages)

Here is the story of the forgotten pioneers of the Mohawk Valley during the Revolutionary War. In the midst of love and hate, life and death, danger and disaster, they stuck to the acres which were theirs and fought a war without ever quite understanding it.

Edwards, Sally. *George Midgett's War*. New York: Scribner's, 1985. (Grades 5-12, 144 pages)

The residents of an island on the Outer Banks of North Carolina were unconcerned about the Revolutionary War until hungry British soldiers raided their village, stealing pigs and killing a woman. Fourteen-year-old George Midgett helps his father deliver salt and other vital supplies to General Washington at Valley Forge, surviving a variety of dangers and adventures and discovering his own personal value.

Forbes, Esther. *Johnny Tremain*. Boston: Houghton Mifflin, 1943. (Grades 5-12, 272 pages)

This Newberry Award winner tells a classic story of a silversmith's apprentice in Boston who joins the Sons of Liberty in their struggle against the British.

Forman, James. *The Cow Neck Rebels*. New York: Farrar, Straus and Giroux, 1969. (Grades 7-12, 272 pages)

As the rumors of war grew and spread, the community of Cow Neck on the north shore of Long Island was torn by conflict.

Fritz, Jean. *Early Thunder*. New York: Coward, McCann, 1967. (Grades 7-12, 255 pages)

Though he was a dedicated Tory, 14-year-old Daniel hated the growing violence of the Whig-Tory conflict that split Salem and its people. Daniel's struggle to find his place, a stand he could take proudly, is resolved in confrontation between the British troops and the townspeople – a true incident that nearly started the war.

Green, Diana Huss. *The Lonely War of William Pinto*. Boston: Little, Brown, 1968. (Grades 7-12, 171 pages)

To Will Pinto the war was lunacy. When rebel mobs burned and sacked and searched out Tories in the name of liberty, Will's conviction grew that war freed no one. Decision was thrust upon him by his brothers, the Tory teacher whom he protected from the mob, and the teacher's taunting niece. Courageously Will faced disgrace and the final agonized demand of his father: "Share my fight or leave my house!"

Monjo, F.N. *A Namesake for Nathan*. New York: Coward, McCann and Geoghegan, 1977. (Grades 5-9, 127 pages)

Twelve-year-old Joanna Hale recounts the events of 1776 as she and her family follow the activities of her brother Nathan in the Continental Army. The book includes vivid accounts of farm life of the time.

Monjo. F.N. *Zenas and the Shaving Mill*. New York: Coward, McCann and Geohegan, 1976. (Grades 5-9, 48 pages)

A young Quaker boy relates how he eluded the ships of both the British and the rebels while sailing to Nantucket with supplies.

CONSTITUTION-RELATED BIBLIOGRAPHIES AND CATALOGS

American Bar Association. *Resources for Teaching About the U.S. Constitution in the Elementary Grades*. Chicago: Special Committee on Youth Education for Citizenship, 1987.

Arizona Bar Foundation. *A Bibliography of Materials on the U.S. Constitution and the Bill of Rights*. Phoenix, AZ: Arizona Center for Law-Related Education/New York State Bar Association, 1986.

American Enterprise Institute. *Books on the Constitution from the American Enterprise Institute*. Lanham, MD: American Enterprise Institute, 1987.

Charren, Peggy, and C. Hulsiger. *Television, Children, and The Constitutional Bicentennial Resource List*. Cambridge, MA: Action for Childrens Television, 1987.

Colorado Bar Association. *Guide to Audiovisual Materials Relating to the U.S. Constitution*. Boulder, CO: Colorado Bar Association, 1987.

Eastern National Park and Monument Association. *In Celebration of 200 Years: U.S. Constitution, 1787-1987. Publication and Products Catalog*. Philadelphia, PA: ENPMA, 1987.

ERIC Clearinghouse for Social Studies/Social Science Education. *Teaching About the Constitution. A Resource Packet from ERIC*. Bloomington, IN: Social Studies Development Center, 1987.

Hall, Kermit L., comp. *A Comprehensive Bibliography of American Constitutional and Legal History*, 5 vols. Millwood, NY: Kraus Thomson International, 1984.

Liberty Tree Network. *Liberty Tree Catalog: Constitution Edition*. Gilroy, CA: Liberty Tree Network, 1987.

McCarrick, Earlean M., ed. *U.S. Constitution: A Guide to Information Sources*. Detroit, MI: Gale Research, 1980.

Millett, Stephen M., ed. *A Selected Bibliography of American Constitutional History*. Santa Barbara, CA: ABC/Clio Press, 1975.

National Archives. *Celebrating the Constitution: Publications, Gifts, Audiovisual Programs from the National Archives*. Washington, DC: National Archives Trust Fund, 1987.

National Federation of State Humanities Councils. *The Constitution and the Community* and *The Constitution: Resources for Public Humanities Programs on the Bicentennial of the U.S. Constitution*. Washington, DC: NFSHC, 1987.

Social Studies School Service. *Teaching the Constitution: A Catalog Celebrating the Bicentennial*. Culver City, CA: Social Studies School Service, 1987.

FILMS WITH CONSTITUTIONAL CONTENT*

Several of the films listed below were reviewed for selection by a panel of classroom teachers, historians, political scientists, curriculum developers, and social studies specialists in a study conducted by the Agency for Instructional Television, Bloomington, Indiana. Others were chosen on the basis of annotations in the *Index to 16mm Educational Films*, published by the National Information Center for Educational Media at the University of Southern California, and the *Educational Film Locater*, published by R.R. Bowker. A list of distributors' addresses follows the annotations.

ORIGINS AND PURPOSES OF THE CONSTITUTION

American Revolution – The Postwar Period. Chicago: Coronet Instructional Films, 1975. (11 minutes; color; 16mm)

This film follows the major events leading to the formation of the United States and the development of the Constitution.

Inventing a Nation. Paramus, NJ: Time-Life Video, 1972. (52 minutes; color; 16mm)

In 1787, prominent colonists met in Philadelphia to develop a framework for governing the colonies. *Inventing a Nation* dramatizes the secret debates among Hamilton, Mason, and Madison and shows the contributions made by each to the final form and adoption of the Constitution.

To Form a More Perfect Union. Washington, DC: National Geographic Society, 1974. (30 minutes; color; 16mm)

This film depicts the struggle waged by the Federalists and the Anti-Federalists over ratifying the Constitution, highlighting Samuel Adams' and John Hancock's roles of ensuring ratification by the Massachusetts Convention.

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* From *Lessons on the Constitution*, by John Patrick and Richard Remy (Boulder, CO: Social Science Education Consortium and Project '87, 1985). Reprinted by permission of the publisher.

MAIN PRINCIPLES OF GOVERNMENT IN THE CONSTITUTION

Capital Punishment. Pasadena, CA: Barr Films, 1976. (23 minutes; color; 16mm)

This film presents a dramatization of the sentencing phase of a convicted murder's trial, including the arguments for and against capital punishment.

De Facto Segregation. Pasadena, CA: Barr Films, 1972. (22 minutes; color; 16mm)

This film dramatizes events and cases involving issues surrounding the limits of freedom guaranteed by the Bill of Rights.

Due Process of Law. Pasadena, CA: Barr Films, 1971. (23 minutes; color; 16mm)

A college student is suspended following a rock-throwing incident during a campus demonstration. The film presents opposing interpretations of the due process clause of the Fifth Amendment and suggests that due process is time-consuming and often in conflict with the immediate need to avoid further violence. The result of the student's application for reinstatement is left open-ended.

Equal Opportunity. Pasadena, CA: Barr Films, 1969. (22 minutes; color; 16mm)

Two factory workers of different races compete for the same promotion. The film reviews the constitutional issues involved in establishing equal employment opportunity and deals with seniority, union contracts, qualifications of competing employees, and differing interpretations of "discrimination." The film is open-ended.

Freedom of the Press. Pasadena, CA: Barr Films, 1973. (21 minutes; color; 16mm)

A reporter refuses to cooperate in a criminal investigation, protecting the source of his news story. The film questions the meaning of the First Amendment's prohibition against laws that abridge freedom of the press.

Freedom of Religion. Pasadena, CA: Barr Films, 1969. (21 minutes; color; 16mm)

The Bill of Rights guarantees freedom of religion, but what if laws are broken or life is endangered in the exercise of that freedom? The film uses a blood transfusion case to discuss constitutional issues and analyze when society's interest outweigh an individual's constitutional right to freedom of religion.

Freedom of Speech. Pasadena, CA: Barr Films, 1968. (21 minutes; color; 16mm)

The film uses the case of a controversial speaker convicted of disturbing the peace to stress the importance and complexity of the issues involved in free speech. The lawyers argue the constitutional issues in an appeals court.

The Privilege Against Self-Incrimination. Pasadena, CA: Barr Films, 1972. (23 minutes; color; 16mm)

The film uses drama to point out the Fifth Amendment's protection of the accused against coerced confessions and against overzealous law enforcement for "crimes" of thought and speech.

The Story of a Trial. Pasadena, CA: Barr Films, 1976. (21 minutes; color; 16mm)

Using a case involving two young men accused of a misdemeanor, the film provides an introduction to procedures that protect citizens' rights and the constitutional safeguards of the accused.

AMENDING AND INTERPRETING THE CONSTITUTION

The Civil War: The Anguish of Emancipation. New York: Learning Corp., 1972. (27 minutes; color; 16mm)

The film borrows dialogue from speeches and written records to dramatize Lincoln's personal struggle to ensure the preservation of the Union and uphold the constitution, while simultaneously striking a blow at slavery. It shows the horror and futility of war as a means to resolve political disputes and reveals how emancipation was determined more by military necessity than moral imperatives.

The Constitution and Military Power. Bloomington, IN: Indiana University, 1959. (29 minutes; black and white; 16mm)

The film dramatizes the story of a U.S. citizen of Japanese ancestry who tries to avoid detention and relocation during World War II. The film follows his suit through the courts and also summarizes a previous related court decision of 1866, *Milligan Ex Parte*.

Decision for Justice. Bloomington, IN: Indiana University, 1955. (27 minutes; black and white; 16mm)

The film presents a dramatic reenactment of John Marshall's contributions to the establishment of the Supreme Court as the ultimate interpreter of the Constitution.

Focus on the Vice Presidency. New York: King Features Entertainment, 1974. (15 minutes; black and white, 16mm)

The film traces the history of the office of the Vice President, emphasizing Vice Presidents of the 20th century and the importance of the Twenty-Fifth Amendment.

Equality Under the Law – The Lost Generation of Prince Edward County. Chicago: Encyclopedia Britannica, 1967. (25 minutes; color; 16mm)

In 1959, public schools were closed, and white children in Prince Edward County were encouraged to attend segregated schools. The film analyzes the case as a constitutional violation.

Free Press/Fair Trial. Bloomington, IN: Indiana University, 1973. (30 minutes, black and white; 16mm)

This film reports in depth on the dilemma of balancing First Amendment guarantees of an uninhibited press and the public's right to know with the Sixth Amendments guarantee of a defendant's right to a speedy and fair trial by an impartial jury. Film clips from the trials of Bruno Hauptman, Dr. Sam Sheppard, Billie Sol Estes, and Wayne Henley, Jr., plus clips of Nixon and Agnew claiming press prejudices, are included.

George Washington and the Whiskey Rebellion: Testing the Constitution. New York: Learning Corp., 1974. (27 minutes, color; 16mm)

Enforcement of the federally imposed whiskey tax is the issue used to demonstrate the new nation's first challenge. The film uses dramatic action of Washington's military efforts against western Pennsylvania farmers' lawlessness.

Impeachment. Skokie, IL: Texture Films, 1974. (18 minutes; color; 16mm)

The film examines the process of impeachment and removal of the President from office, using excerpts from the Constitution and their relation to the practice of government. It reviews the impeachment and trial of Andrew Johnson.

Justice Black and the Bill of Rights. New York: BFA/Phoenix Films, 1968. (32 minutes; color; 16mm)

Supreme Court Justice Black explains his views on interpreting the Constitution, freedom of speech, freedom of assembly, and the rights of the accused. He also answers reporters' questions on the philosophy of the Bill of Rights in relation to current issues of law, morality, freedom of speech, and civil rights.

Juvenile Law. Pasadena, CA: Barr Films, 1974. (23 minutes; color; 16mm)

Two brothers – one age 18, the other 15 – are arrested for a crime. The film shows the contrast between adult criminal procedures and juvenile law and raises questions about the paternalistic character of juvenile justice and the constitutional issues involved in reforming the juvenile justice system.

Powers of the Presidency – Armed Intervention. Pasadena, CA: Barr Films, 1973. (21 minutes; color; 16mm)

This dramatization deals with the need for military intervention when the interests of the United States are vitally affected by events in another country. A fictional president must quickly choose a course of action in a swiftly changing situation with conflicting information; the film is open-ended.

Powers of the Presidency—Economic Controls. Pasadena, CA: Barr Films, 1975. (23 minutes; color; 16mm)

The complexity of the President's decisions is dramatizes in this film. Runaway inflation and an inactive Congress force a fictional U.S. President to order wage and price controls. The film questions the constitutional authority for doing this, but leaves the answer open for discussion.

Rights, Wrongs and the First Amendment. New York: Sterling Educational Films, 1974. (27 minutes; color; 16mm)

The film uses such events as the Palmer Raids of World War I, forced relocation of Japanese Americans in World War II, hearings of the Cold War, conspiracy trials of the Vietnam conflict, and the Watergate invasions of privacy to trace the history of freedom of speech, freedom of the press, and freedom of assembly in the United States. It dramatizes the difficulties of integrating personal freedom with legitimate national security needs.

Search and Privacy. Los Angeles: Churchill Films, 1968. (22 minutes; color; 16mm)

A suspected narcotics peddler and police efforts to make an arrest are the focus of three dramatic sequences. The film highlights the police's dual role in apprehending criminals while protecting individuals from unreasonable search and invasion of privacy. Questions are raised about the reasonableness of search methods and the use of electronic surveillance.

Speech and Protest. Los Angeles: Churchill Films, 1968. (22 minutes; color; 16mm)

As an introduction to the First Amendment, this film dramatizes situations where freedom of speech or assembly might be questioned. Students discuss foreign policy and academic freedom, and an anti-war demonstration at a chemical plant is enacted. Alternative conclusions are included.

The United States Supreme Court: Guardian of the Constitution. Chicago: Encyclopedia Britannica, 1973. (24 minutes; color; 16mm)

The continuing evolution of the Supreme Court is traced through historical highlights and landmark cases and through the insights of several prominent authorities commenting on the jurist's viewpoint and the power of judicial review.

Women Get the Vote. Del Mar, CA: CRM/McGraw Hill Films, 1962. (25 minutes; black and white; 16mm)

Using historical footage the film shows the difficult and sometimes violent course of the campaign for women's voting rights leading to Susan B. Anthony's triumph in 1919.

Women's Rights. Pasadena, CA: Barr Films, 1974. (22 minutes; color; 16mm)

A high school girl wants to swim on the boy's team but is thwarted by state laws which prohibit her from doing so. The film shows the unconstitutionality of the laws based on the Fourteenth Amendment's guarantee of equal protection of the law to all citizens regardless of race or sex.

LANDMARK CASES OF THE SUPREME COURT

Free Press vs. Fair Trial by Jury: The Sheppard Case. Chicago: Encyclopedia Britannica, 1969. (30 minutes; color; 16mm)

The conflict between the rights of the press and the rights of the accused to a fair jury trial are explored in this film. The 1954 case involving major constitutional issues and the 1966 Supreme Court decision establishing guidelines to protect the accused from prejudicial publicity are presented by documentary materials on the case.

Freedom to Speak: The People of New York vs. Irving Feiner. Chicago: Encyclopedia Britannica, 1967. (23 minutes; color; 16mm)

This film combines reenactments with interviews of participants in the case of a college student whose conviction for incitement to riot was upheld by the U.S. Supreme Court. It shows how constitutional interpretations vary with time and changes in public opinion and raises the issues of freedom vs. security, liberty vs. law, right vs. responsibility, and liberty vs. license.

Justice Under Law: The Gideon Case. Chicago: Encyclopedia Britannica, 1967. (22 minutes; color; 16mm)

In the Gideon case, the defendant was tried and convicted without legal counsel. The film shows how Gideon, in prison, communicated with state and federal legislative bodies to obtain legal representations, and how the Bill of Rights and Oliver Wendall Holmes' interpretations guided the Supreme Court decision in the case.

Marbury vs. Madison. Washington, DC: National Audiovisual Center, 1977. (36 minutes; color; 16mm)

This film dramatizes the Supreme Court decision that established its responsibility to review the constitutionality of acts of Congress.

The Right to Legal Counsel. New York: BFA/Phoenix Films, 1968. (15 minutes; color; 16mm)

The 1963 *Gideon vs. Wainwright* decision requiring that indigent defendants accused of serious crimes must be offered counsel overruled an earlier decision in *Betts vs. Brady*.

The Schempf Case. Chicago: Encyclopedia Britannica, 1969. (35 minutes; color; 16mm)

This film asks whether Bible reading and the Lord's Prayer recited over a loudspeaker in a high school is a violation of the First Amendment. The issues and background are presented in the context of emotion-charged incidents, and the Supreme Court decision is reviewed.

FILM DISTRIBUTORS' ADDRESSES

BFA/Phoenix Films
468 Park Avenue South
New York, NY 10016

Barr Films
3490 East Foothill Boulevard
Pasadena, CA 91107

CRM/McGraw Hill Films
674 Via de la Valle
Box 641
Del Mar, CA 92014

Churchill Films
662 North Robertson Boulevard
Los Angeles, CA 90069

Coronet Instructional Films
65 East South Water Street
Chicago, IL 60601

Encyclopedia Britannica Educational
Corporation
425 North Michigan Avenue
Chicago, IL 60611

Indiana University
Audiovisual Center
Bloomington, IN 47405

King Features Entertainment
235 East 45th Street
New York, NY 10017

Learning Corporation of American
1350 Avenue of the Americas
New York, NY 10019

National Audiovisual Center
Order Section
Washington, DC 20409

National Geographic Society
17 and M Streets, NW
Washington, DC 20036

Sterling Educational Films
241 East 34th Street
New York, NY 10016

Texture Films
Box 1337
Skokie, IL 60076

Time-Life Video
100 Eisenhower Drive
Paramus, NJ 07652

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